

Educational Supplement

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Think Tank warns of dangers of getting population sums wrong
More jobs in jeopardy as birthrate falls

by Stephen Cohen

Savings of more than £1,000 a year in public spending could be made if planners got their population sums right, a Think Tank report revealed this week.

Otherwise there is a danger that too many teachers will be produced, too many school places left unfilled and higher education will have empty buildings in the next 10 to 20 years. This is because too little notice is taken of population changes, says the report from the Central Policy Review Staff - the Government's 'Think Tank'.

It is the first time that any government agency has put on paper an estimate of the possible savings for education and other public services because of falling population. The report emphasises that social services - education, health, housing and social security - should pay greater attention to changes in the birthrate when decisions are being taken on the future of schools, hospitals and homes.

The report uses three different estimates of the population of Great Britain to the end of the century. Two of these are the 'central' and 'conservative low' projections which were published in 1975. The third, a 'very low' projection, was specially prepared for the report. All three show a continued decline in births for the next few years, on upturn to a peak in the late 1980s and then a gradual fall in the end of the century.

Although the planners are agreed on the likely pattern of decline, peak and fall, the differences between the central and very low projections could amount to well over £1,000m in public spending. The savings would be made if the new forecasts were taken into account and produced options for Government.



most departments which take the major decisions on public spending.

The Think Tank report sets out a number of options for education. On all the projections, the size of the school population declines substantially in the mid-1980s. By 1995 there will be 1.7 million fewer children or two million fewer, depending on the projections used. Thereafter, the central projection remains stable till 1990 and rises to just under 10 million by 2001.

The very low projection shows a corresponding trough in secondary school numbers by 1989-91.

Improving the pupil-teacher ratio or by having a foster growth of in-service training. The very low birth projection would mean that 106,000 fewer teachers would be needed in the 1990s. This would create some upward problems, the report says.

Unless there were resources available for permanent improvements in ratios or in in-service training, it might be necessary to reduce the number of teachers to be trained in the 1980s. The question of special measures such as early retirement, designed to mitigate problems of temporary overcapacity of newly trained teachers, would also arise.

The report says there will be surplus school buildings in the 1980s. The options are to retain them for future use, to sell them or to find alternative community uses. There will also be a surplus of nursery buildings and teachers

unless more three-year-old children are admitted. The number of young people taking more in higher and further education will reach a peak in the mid-1980s. The Government's present policy is to make staff-student ratios less generous in this period. In the 1990s numbers (on currently predicted rates) will fall substantially.

The options for higher education are to allow staffing ratios to improve in the 1990s and accept that some buildings and facilities will be underused, to encourage student numbers to rise higher than expected, to limit provision for the peak 1980s demand by a temporary restraint on admissions or tougher staffing ratios and accommodation standards.

A continued low level of births would allow for other options, says the report. Nursery education for most children could be achieved earlier than expected or specially designed accommodation might be a priority claim on resources.

The report says that social services are virtually insolvent. "In the next 15 years education and the social services have received more than their proportionate share in increased public expenditure. And public spending has risen considerably faster than national output."

In part the growth in expenditure in education and social services reflected demographic pressures but in large part they want to provide real improvements in standards. Yet the report says that social services are virtually insolvent. "Indeed, public expenditure of yet further improvements seemed to grow with increased provision."

"It is clear that resources can never be provided on a scale which will meet to the full the hopes of professional practitioners, the ambitions of pressure groups or perhaps

Down the scale

Promotion prospects look bleak, warn two teachers' unions. Staff will have to stay on basic scales for up to 15 years

Fewer boarders

Figures released at the Boarding Schools Association annual conference show local authorities have significantly reduced their boarding education in recent years.

Rebel response

Teachers and parents in Tameside show strong support for grammar schools, according to a referendum conducted by the authority which looks like being the only rebel to miss next week's deadline set by Mrs. Williams for the eight anti-comprehensive L.E.A.s to produce their all-ability schemes

Ex-service

Shirley Williams's success in getting £7m for local authorities to spend on in-service training of teachers has been largely fruitless, a teachers' union says. It reckons four fifths of the money is being spent on something else

Britain assessed

Britain cannot afford to become "a CSE Made 3 nation", Mr Tom Howarth, former high master of St Paul's, said this week.

Heart without head

Fifth formers make all the right noises about the environment but actually know little about it and are unlikely to do anything to help preserve it, a survey has found.

Tory time

Now that they control most of the education authorities Tories are in confident mood as they formulate their policies. Back to basics in the classroom, monitored standards and teachers going off into industry for a spell are among them

Parents as partners

In the first of a two-part feature series, Eric Midwinter argues that teachers need to sell their product more aggressively to parents

Long hot summer

Last year's drought gave Britain an unexpected jolt. Julian Le Patourel, a water authority administrator, outlines the juggling act which must now be made between social and economic priorities

Extra: Art, craft and design

Leaders 2 (personal columns, John Rae, 4; Parliament, 6; Holland report, 4; foreign news, 12, 13; letters, 14, 15; features, parents as partners, water, 17-20; books, child-brill and childcare by Virginia Madsen, the National Front, history, geography, sewing, children's literature, 21-24; Resources, 25, 26; Table, news messages, 27; main project, drama, 27; arts reviews, Volpone, St. Joan, Cambridge Jubilee Youth Choir, politics on television, ETV science, 28, 29; crossword, maths puzzles, Break, 30

Classified ad Index

The Periodic was made of bamboo and tied together with twine. Quotation from a fourth year CSE history pupil at a Bromley school.



Federal radicals

A group of European teachers led by a reporter from the TES were invited to West Germany last month to a seminar on the Social Role of the Teacher organized by the Gustav Stresemann Institute of Hans Leiblich in Bergisch Gladbach outside Cologne.

The visitors - the British at least - did not quite get what they expected. No general shoring of common problems in secondary schools, no heart searching on the lines of "Should I whip a child's nose and risk imposing my middle-class values on him?"

Instead the seminar was intensely political and the role of the foreign visitor seemed largely to be to secure the German government sponsorship available for such international meetings that would not otherwise have been forthcoming.

None of the German teachers actually taught in secondary schools. They all taught in vocational schools - roughly equivalent to our technical colleges. All but one of the Germans came from the same town (to enable them to work together afterwards, the organizer said), they were all members of the socialist teachers' union and all taught politics, economics or sociology.

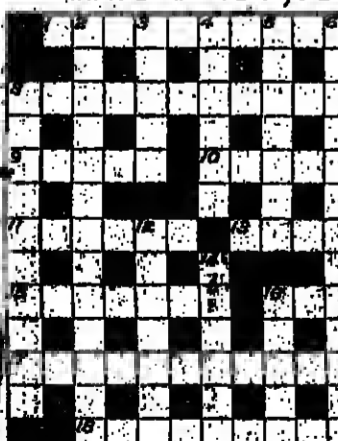
German lecturers at the conference took it for granted that a teacher should adopt a strong social and political standpoint in his teaching. Because the teacher was arranged by those clearly of an anti-authoritarian, anti-capitalist and anti-Marxist outlook, the assumption was that a more or less Marxist line and diffidence towards the army should be taught (conscripted and conspires in West Germany).

A professor of political didactics (not a prominent area of study in this country) wanted teachers to teach the biologically questionable doctrine that all human aggression was socially determined, that there was no such thing as instinctive aggression and that wars were not, therefore, inevitable. This professor found it incredible that in other countries it was thought proper to present all sides of an argument and let the young make up their own minds. Such display decisions could not be left in the young and inexperienced.

Coke's message

The conference kicked off with a rather burrowing film about neo-colonialism in Mexico that relied on repeatedly flashing silhouettes

Crossword No 1,085



ACROSS

- 1. Appointment is use of promise (10)
2. You expect a digest of construction from him (6,7)
3. A state of mind with eyes wide open (7)
4. A state of mind with eyes wide open (7)
5. A state of mind with eyes wide open (7)
6. A state of mind with eyes wide open (7)
7. A state of mind with eyes wide open (7)
8. A state of mind with eyes wide open (7)
9. A state of mind with eyes wide open (7)
10. Presumably would never get you down (7)
11. Brief English years of promise (10)
12. A mathematical multiple makes one catch one's breath (6)
13. A state of mind with eyes wide open (7)
14. A state of mind with eyes wide open (7)
15. A state of mind with eyes wide open (7)
16. A state of mind with eyes wide open (7)
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30. A state of mind with eyes wide open (7)



"I was so ashamed. I was the only one whose mother hadn't rung the family phone in."

Back in London

Student teachers might be thought to be at the heart of the national debate. All of the items on the official agenda - from curriculum and standards to teacher training and preparation for work - will be deeply affected by the way they learn their job; they, in their turn, will be less affected by the top subject on the hidden agenda - cuts.

But surprise, surprise, they had no direct official representation on the guest lists for the travelling session room. So the nature of the education system as it is, the responsibility to run their own spin-off programme as a contribution to the discussion.

Unfortunately, the students do not have quite the same political voice as the DES and though they thought they had persuaded some star performers to appear, few of the big names actually turned up last Wednesday.

Dr A. H. Halsey was in Brussels last week on a visit to the Institute of Education in Bloomsbury for positive discrimination.

The institute's own Basil Bernstein had to go to Brazil instead of leading a discussion on progressive and non-progressive movements in curriculum developments. Joan Cooper, created by her feminist and a wisdom tooth. It left a sizable hole in the programme, also was meant to talk about the Labour Government and education.

The audience turned up all right, though, and managed very nicely without the stars. Indeed several hundred students and in-service teachers from around the country, plus a sprinkling of pupils, got closer to the heart of what a curriculum is about than any of the star-speakers, so-called public lectures.

They did their bit on cuts of course. The Halsey substitute, David Curtis, a lecturer at London's Queen Mary College, set out the standard alternative strategy for the economy: heavily priced on import and price controls, and changes in the nature and directions of public expenditure. It looked like a standard alternative to the usual and heard audience.

But the chairman were greeted with considerable scepticism. Not that they wanted education cuts either, they just frankly could not see what import controls would do to them.

But the most impassioned discussion of the day was inspired by Ken Worpole's description of his Centreprise Publishing Project. "Judging by the TES," he said, "there's more money spent on finding out why the working classes don't read books than helping them to buy them."

At Centreprise they are encouraged to write and publish

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Right priorities

When two or three teachers are gathered together the subject of pay inevitably seems to come up. But when pensions were mentioned at the seminar there was a clear distinction between the German and English teachers. The German average age certainly under 30, all of them were young, whereas the English average age probably approaching 40 with one or two facing the prospect of drawing their soon, had no idea.

Bridge

Most players can make pretty good use, if not the best use, of their winning cards. You will know the good player by the use he makes of his losing cards.

This is the simplest form of the oldest, comp of all, the end-play, sometimes called a throw-in play. In essence, you throw the lead to an opponent at such a time as he has an awkward lead.

What South did on this occasion was make the best use of the article he had to lose, the club. He did not just lose it, he made it. He gave his moment after eliminating West's hearts. Had he not removed West's hearts, West would have been in a position to lead with a safe heart.

The above example was relatively easy since South knew his hand had lost. West's only safe lead, but you can still make an end-play without a complete count, and there is nothing to say you cannot make it in clubs.

West leads the king of clubs against 5 spades, and South is dismayed by the exactly even distribution in his two hands, 4-4-2-2. No chance of a ruff, so it looks as if he must lose a trick in clubs and another in clubs, unless of course the diamond fitness works.

However, he wins the first trick, clears trumps, and plays four rounds of hearts. He can make use, in some desperation, of a wagon many might overlook: his single losing club in each hand. West has to join

West opens 1 NT (weak), and South plays in 3 spades, about which he is fairly happy. West leads out the A-K-Q of clubs which all follow, and switches to a diamond. Declarer wins in dummy and leads out trumps, only to find that West began with four to the guarded jack.

The contract does not look too good now. West must have the king of hearts for his opening bid, and that, with his winning trump and the likely pattern of the suit, is a trick. However, South plays off his K-Q of diamonds, and West's eyes are on his hand.

South's only hope is that West had a 4-3-3 distribution and can be caught by a throw-in in trumps. So he leads a fourth round of trumps to West's jack, and bare are his four hands.

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Nigerian safari

Mr Ray German, who was dismissed from his post as head of the Alton Comprehensive School, Mold, North Wales, two years ago, has been appointed to a senior education post in Nigeria.

He flew there on Tuesday to begin work as a principal education officer for the Nigerian Government. His job will involve teacher training, mainly in the country's vast northern territories.

Mr German, who is 49, worked in the West Indies and London before going to North Wales five years ago. As head of the Alton Comprehensive he quickly established a reputation for the energetic pursuit of progressive teaching methods.

A year ago he helped to form Cwylwyd Watchdog, an anti-bureaucracy group which campaigns against alleged waste and inefficiency in local government. An anti-bureaucracy group which campaigns against alleged waste and inefficiency in local government.

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Next week

Parents as partners - the first of a two-part series. Eric Midwinter, an author, educationist, Daphne Johnson on parents who stay away, Tom Albert on the Newham Parents' Centre, Julian Le Patourel looks at the planning implications of last year's drought. Francis Hill writes about literary journeys in the British Isles. Books: Carl Slevin reviews a new study of the National Front; Virginia Makins writes about child development; academic history texts.

Aristides

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John Graham

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SECONDARY SCHOOL ARTS SUBJECTS

A four page inset devoted to reviews of textbooks in a wide range of Arts subjects, including English, history, modern languages, classics, geography, drama and art, will appear in

The Times Educational Supplement next week. Books for all levels of ability, for early secondary pupils, CSE and GCE candidates will be considered.

THE TIMES

Educational Supplement

Round 2 of the Tories' Great Debate. Bert Lodge reports Confident and conservative

Teachers could have been swapping jobs with people in industry years ago if it were not for trade union opposition, it was claimed at the latest Tory conference on education in Ely last week.

The conference, the second of the Conservatives' three mini-Great Debates, touched on job swaps during discussion of the future of schools and work. Raising the subject, Mr John Lello, a former head and now an education lecturer, said: "It would not be difficult to find teachers who were bored or jaded and who would welcome two or three years in industry." He thought similar people could be found in industry. "I don't believe the form of training required would take too long nor cost too much to be unworkable."

The idea was taken up enthusiastically by Mrs Marjorie Reed, assistant head of a comprehensive and president of Bishop's Stortford NUT. But, she added, "we have tried to do it and you can't get it past the trade unions". She also doubted whether people from industry were going to come into schools for a spell. "I can't get them to come in now and speak to the children. People are terrified."

Almost 200 teachers, parents and councillors attended the conference, which was chaired by Mr Norman St John-Stevens, Conservative spokesman on education.

They heard other progressive proposals from Mr Lello. Every secondary school ought to have its own industrial committee of managers, trade unionists and parents. And local education authorities should link important links with local industry. "Not just courses," Mr Lello said with some acorn, "but pupils going up to the shopfloor. Our administrators are afraid to tackle it."

Other rallying calls to the conference were to speed up the end of the 1944 Education Act laid on i.e.a.s. the duty to provide schools for all pupils "offering such variety of instruction and training as may be desirable in view of their different aptitudes and aptitudes". It was a recognition of the individuality of each child.

"That implies different kinds of school and a continuing process of assessment which will sometimes lead to selection inside schools. You cannot teach all children in the same way and in the same kind of school."

He followed this with an assertion that national standards must be introduced and monitored by a strengthened inspectorate.

Moral education was perhaps the most important of all, Mr St John-Stevens said. The decline in religious education had to be stopped. For cultural and historical reasons, the religious model in our schools should be a Christian one.

Dr Rhodius Boyson, the party's deputy spokesman on education, brought a standard magazine of ammunition along but he slipped in a tracer when he gave a guard of honour to the idea of tertiary colleges for the 16-19 age group.

"The tertiary college seems to me to have more to say for itself than the sixth-form college," he ventured. "There is the possibility that people of the highest academic calibre in this country will be attracted to going into engineering or applied science or business."

But the decision on sixth-form education should not be the result of a referendum, he said. "It is inevitable about the sixth-form college or the tertiary kind. We should welcome it only if it is a good thing."

Mr B. H. Kemball-Cook, head of Bedford Modern School, said that at his school boys seemed to want to remain until they were 18. Parents certainly wanted them. "If you cut your school at 16, you will cut off the honours graduates."

The belief that it was impossible to provide an adult atmosphere for the sixth form was challenged by Mr S. D. Scoble, head of a Cambridge comprehensive. "My pupils can make a free choice to stay in school or move out to a sixth-form college or to the technical college. The vast majority are very contented to stay where they are."

Mr Michael Rose, chairman of the governors of a comprehensive in Chelmsford, said he did not see how the stimulus in the lower part of the school could be maintained if the sixth form was creamed off to a separate college.

Mr Logie Bruce-Lockhart, head of Gresham's School, Norfolk, said a levels in their present form had a restrictive hold on the timetable. The three subject specialisation should be widened to five, with two taken to a high level and three to a moderate level.

The employers' criticism of the quality of school leavers, now standard at all education conferences, was supplied by a Morkes and Cumber, manager and also a county councillor, said basic educational needs appeared to be neglected in schools. A considerable proportion of new recruits could not subtract £7.50 from £9.99 and a higher proportion could not convert the figure 113 into dozens and singles.

Mr Cumber also suggested a three-tier examination system instead of the present two-tier one:

a certificate at 15, an examination and tests at O level at 16 and A level at 17. Mrs Beryl Platt, Essex education committee, said she was setting out to look at the necessity in relation to the 16 group.

Mr David Bunney, a King's School, Ely, said he always tried to expose the industry and the world of work to the children. He was critical of the "topic and project" system, which gives children an enormous knowledge which is superficial. "I don't see the point of this but I don't want to think that the prohibition, was the key to the problem."

The conference, which included delegates from France, Denmark, Holland, Belgium and Ireland as well as the United Kingdom, was held by Mr Eric Deakin, Under Secretary of State at the Department of Health and Social Security, that "the main thrust must be in the field of education in the widest sense of this term."

"Education on the use of alcohol," he said, "must reach right down into society, through the local and national media, through local bodies such as schools, youth clubs and voluntary organizations, down to the individual family and the individual youngster."

The Government had made more money available to the Health Education Council, and although the council's main priority was still the danger of smoking, it was preparing for a major programme on the use of alcohol in the north-east of England.

It would have been an education conference, where parents would be asked to choose the school of their choice. The champion was Miss Ruth Scott, of the National Council of Women. Accountability should not be a state retained, she said. The voucher system would be seriously questioned by the Party?

Mr St John-Stevens said he had already said he would help voters and that the local authority coming from an experiment with the school don't think we should go back to the past. The next conference will be held in London on July 1. It will be chaired by Dr Boyson and deal with the examination system of Schools Council.

Open pubs to the 16-year-olds, say youth delegates

Drinking should be made legal for 16-year-olds and bars should be allowed in youth clubs, a conference decided last week.

The first combined seminar of the European Confederation of Youth Clubs (ECYC) held in Birmingham to discuss the abuse of alcohol by young people, came to the conclusion that education, not prohibition, was the key to the problem.

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Sport



College finds champion in survival battle

by Stanley Levenson

In a rare foray into the politics of education, the Physical Education Association has condemned the plan to close Nonington College of PE, near Dover.

A statement from Miss Lillian Graves, the association's new president, suggests that a college in the forefront of PE innovation is even being considered for closure.

"The facilities," she says, "are unique and have not only been used for the training of specialist teachers but shared by the community. Nonington has established a reputation in PE for handicapped children and adults.

"Clearly it deserves special consideration, not least as it is the only college offering a programme at degree level, concerned with the integration of handicapped children into mainstream physical education."

"Here is a centre for excellence into which millions of pounds have been poured in the last decade, also available for the community as a whole in a corner of the country which cannot boast of any similar facilities.

"Surely it is a gross contradiction to the nation's increasing health consciousness to close down an institution the products of which are trained to benefit society as a whole.

Apart from the defence of Nonington, one of only a handful of specialist colleges, Miss Graves's statement reflects some of the widespread discontent over the downgrading of PE and the way it was ignored in the Great Debate. Nonington has also drawn up its



Miss Graves: on the attack.

own little lines for survival. Last week the college held an open day to show what it has to offer. On Tuesday two deputations went on its behalf to the DES.

Kent County Council sent representatives to see Mr Gordon Oakes, Minister of State. Mr Peter Rees, Mr (Dover and Deal), also went to the department.

Mr Fred Horbert, the deputy principal, said the college's appearance on the closure list in January came as a bombshell. There had been no warning. In fact, the annual intake had been reduced so little they thought they were safe.

"Our facilities and expertise are of such a special kind that it is hard to envisage alternative roles." Nonington, set in beautiful countryside, has 470 students (two-thirds women). It covers 110 acres and includes an indoor swimming pool, three gymnasiums, sports hall and badminton courts.

Mr Horbert is particularly proud of the Performing Arts Centre, which was completed in 1974.

Fencers get scholarships

by Marjorie Pollock Smith

Four rising young British fencers—for foil, epee, sabre and women's foil—have just been awarded the new Wilkinson's Sword Jubilee Fencing scholarships. The scholarships are backed by a cheque for £10,000 which was handed by the firm to the Amateur Fencing Association last week.

With the Moscow Olympics as the target, the donation is given specifically to aid the chosen four in the specialist training and Continental experience they will need during the next three years if any of them are to reach senior world standards. The four are:

Elizabeth Wood, an 18-year-old who is studying for her A Levels at West Finch Technical High School. She was national runner-up in the senior women's foil last year.

Mork Slade (sabre), formerly at Haverwood School and now in his first year at Emmanuel College, Cambridge, where he is reading neural sciences. He was second in the Budapest junior championships, won the BHSF title for Cambridge, and reached the British senior championship final.

John Llewellyn (epee) started fencing under John Polhill at Catford School before going on to Burnham Grammar School. He is studying microbiology.

Dariusz Gosciniak (foil) went from Coralton High School for Boys to Cusworth Technical College of Further Education and is now an electrical apprentice.

Another draw

For the fourth successive year the under-16 final of the English Schools' Football Association has ended in a draw—and the competition has been going for only four years.

Woodlands School, Coventry, drew 3-3 with Holloway School, London, at Coventry City's ground and will share the trophy.

But there was no stalemate in the Victory Shield, the under-15 competition for the four home counties. The English boys beat Scotland 1-0 at Old Trafford, Manchester, to retain the trophy.

Champion falls

Results went very much according to the form book in the Stige schools table tennis championships at Luton. The biggest upset was in the senior girls' final where fifth-seeded Elaine Lamb, Plymouth College of Further Education, beat English junior champion Janet New (Bournemouth Girls' School, 21-12, 24-22).

Angela Tierney (St Peter's School, Middlesbrough), champion in 1974, losing Etaliss in 1975 and 1976, broke through again to win the under-16 event. She beat Carol Colgate (Northfleet Girls' School, Kent), 21-11, 21-18.

Call for a centre to study violence

A centre for the study of trouble-making in schools was demanded last week at a National Children's Bureau workshop on disruptive children.

Dr Jean Lawrence, of the post-graduate secondary department of Goldsmiths' College, said that although it involved sensitive issues such as the competence of teachers, the climate was now right for an investigation.

The next step was to organize a multi-disciplinary centre which would sponsor research, look at how teacher training might be improved, put out information and arrange support for teachers having to deal with violent children.

Several speakers said that although violence was placed on a big way by the media, little was in fact known about it.

Mr Spencer Millham, director of the Dartington Social Research Unit, said that almost no empirical investigation of violence across schools had ever taken place. His own research into the levels of violence in 18 approved schools involving more than 3,000 pupils had come up with some surprising results.



The troublemakers' investigation headed

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Levels of violence varied widely. Over all, although these schools were supposed to be violent, there were far fewer incidents than might be expected.

Most of these were fights between boys. Only 20 per cent involved girls, and of these, there were two

cases of staff attacking boys, one of boy attacking staff. Staff training, said Mr Millham, was far too rare. It was well learning about the boys, but they were not helping when it came to the running of community understanding aggressive behaviour.

Violence was most likely to occur without there being any relationship, often of the kind between those involved, and along links between aggressive sexual identity, and very few definitions of violence in social classes.

Middle class boarding schools had evolved many codes for homosexual behaviour, the average approval school working class intake was the great exception. It was necessary to do it, to be aggressive.

Research suggested that most violence was associated with violence in the family and in the culture, with time for physical contact, with physical discipline and with low levels of control between violent children. Other sorts of violent behaviour, such as psychological disturbance or violent children tended to school regularly.

Frances Sullivan

Likely as ever to die in accident

Children are just as likely to die in accidents today as they were 25 years ago, according to a report published yesterday by the Medical Commission on Accident Prevention.

And most of the accidents are avoidable. Children, the employment and accidents, edited by Dr R. H. Jackson, is a collection of papers presented at a recent conference held by the commission in Newcastle.

The papers show that road accidents are the greatest single cause of accidental child deaths. In recent years 500 to 600 children a year died this way. Accidents in the home run them a close second, especially among younger children, with about 400 deaths a year.

Mr C. A. Böhler, of the Royal Society for the Prevention of Accidents, says in the report that teachers should play a more active part in accident prevention. But many teachers were reluctant to do so because they felt it was the parents' responsibility.

Children, the employment and accidents, edited by R. H. Jackson, published by Pitman Medical, price £2.95.

We went to them as visitors. They came to us as friends.

The UK-US School Exchange Scheme is concerned with establishing links between schools, between continents and between individuals. It allows small parties of pupils aged 12-18 accompanied by a teacher to spend four weeks at Easter living in American homes, attending American schools, enjoying the American experience, establishing friendships. Reciprocal visits by the American students to British schools and homes in June complete the pattern.

For both teacher and pupils, the scheme is educational in the fullest sense. It offers advantages and excitement, broadens attitudes and brings memories that can last a lifetime.

A great deal of preparation and planning is involved in establishing the contacts between schools or groups of schools which eventually culminate in a visit. Basic costs are approximately £250 per head which covers all travel, sightseeing, insurance etc. (teacher travels free with every 20 pupils).

If you would like to take the initial step of obtaining the full details, write to the Central Bureau for Educational Visits and Exchanges, UK-US School Exchange Scheme, 49 Dorset Street, London W1H 3BN (Tel: 01-486 5101) or 3 Bruntsfield Crescent, Edinburgh EH10 4HD (Tel: 031-447 8044)



Pupils of Cranston School, High Wycombe. Photo: Bucks Press.

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Department of Education and Science

Foreign Education Department

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Denmark Bleak jobs outlook for young leavers

STOCKHOLM from Mike Duckenfield

Despite recent costly attempts by the government to ease unemployment among 16-25-year-olds, job prospects for school-leavers are unlikely to improve greatly in the next few years.

In its latest report, the Central Committee on Youth Unemployment, set up by the government two years ago, says that short-term measures to solve joblessness are no longer sufficient. Hopes that the job crisis would disappear when international economic conditions improved have been unfounded.

The report concludes that "The continued high number of young unemployed makes it clear that we are facing problems which are specific to young people." As the number of 16-25-year-olds increased during the next five years due to the birth boom of the early 1960s, the situation is likely to get worse rather than better.

About 46,000 youngsters between 15 and 24 are currently registered as unemployed. This is equivalent to about two-thirds of all 16-year-olds. And, by 1982, the same age group will be 20 per cent larger.

An action programme launched by the committee and education and labour ministries a year ago has, so far, found work or places on educational courses for 12,500 youngsters.

Just over a half have been given specially created relief work, while nearly 3,100 have entered vocational training or apprenticeships in the public sector. Just over 1,400 have enrolled at commercial or technical schools and a further 600 at vocational schools and 700 at upper secondary schools.

Measures, sponsored by the two ministries, have cost 155m Dkr (£15.1m) in the past two school years and are expected to cost a further 145m Dkr next year. However, the report is critical of local authorities. Few have made efforts to tackle unemployment and they have only spent 8m Dkr, rescuing 1,300 youngsters from the dole queue.

The committee says more attention should be paid to ways in which the transition from school to work is made. Links between schools, parents, pupils and the labour market should be improved with more vocational training places for 16-19-year-olds and better career guidance in schools.

Attempts to attract comprehensive leavers to upper secondary schools, including the possibility of doing work-study arrangements, job training arrangements, part-time, linking training with school and making it more worthwhile for youngsters, stay at school and raise their qualifications.

The present limited arrangements whereby some jobless youngsters entering studies continue to be unemployed until they should be tended. Those staying on at school to take vocational training or get better study support are seen on earnings per week, temporarily intended to pay.

A scheme should be started, gradually, to give all youngsters who have been out of work at least 12 months out of the last 15.

A variety of state subsidies suggested. These would be paid to employers who take on youngsters to temporarily employ them. A scheme should be started, gradually, to give all youngsters who have been out of work at least 12 months out of the last 15.

Australia Anger all round over 'unfair' marking system

SYDNEY Teachers, students and parents worried about the result of last year's Higher School Certificate in New South Wales have forced the Education Department to look again at the marking system.

NSW is not the only state where concern is being expressed about new methods of pupils' assessment. Questions have also been raised in Victoria, Western Australia and the Australian Capital Territory (Canberra).

But it is in NSW that the debate is fiercest—and it seems with some justification. Teachers complain that they cannot understand the system or that it is so complex that they have difficulty explaining it to their students.

A system of complex mathematical formulae is used to "scale" each pupil's marks instead of merely adding them up in the aggregate. There are no longer any difficult subjects per se: in the words of the Department there must be "parity of esteem" among subjects.

The result in 1976 was that students doing the higher levels of subjects like maths or Greek or science often finished lower down the list than those trying for lower levels in more general subjects.

The first complaints came from teachers and students, usually at private schools. The gist of the complaints was usually that a student who had performed well through six years of secondary schooling had been given such a mediocre mark in this Higher School Certificate that he had been unable to get into the university course of his choice.

Some of the students who suffered complained that other students who had regularly finished behind them suddenly finished well ahead of them in the Higher School Certificate results—and often into university courses subject to a tight quota while the "brighter" students missed out.

Last month the University of Sydney's Academic Board carried a resolution expressing no confidence in the marking system. The university, like all other universities in NSW, uses the HSC as its matriculation entry requirement. The board expressed concern at the matriculation standards set by the new system.

The executive officer of the board, Dr John Vaunder, defended the system as one which was not specifically geared to university entrance.

"Potential university entrants are provided for under the present system but so are entrants from commerce, industry and a further wide variety of human endeavour," he said.

The board has now, however, acknowledged the continuing wave of protest and announced that it is looking at ways of modifying its scaling method.

Principle of public help for private sector now accepted

SYDNEY The once-controversial issue of government aid for private schools has now all but disappeared in Australia and the only discussion is about how much should be given.

This month the body representing Victorian state school pupils' parents has demanded abolition of government aid for the private sector. In contrast to the future when the policy was adopted many years ago its demise has been a ripple of publicity.

The annual meeting of the Education of State School Parents' Clubs voted by 278 to 38 to end the demand for abolition of financial aid.

The meeting voted instead that all schools should be allocated funds on a needs basis and that spending should be administered by school councils. The new policy emphasises that public money should not be used for religious instruction and private schools which accept state aid should also accept public accountability.

Delegates at the conference demanded that the government should not spend money on private schools during the coming year.

Private schools formerly educated about 25 per cent of all school pupils. But Mr Cairns said this figure had fallen to about 20 per cent and would "continue down, even further without more aid."

Teachers and parents associated with state schools earlier this month launched a national campaign for more money to be spent on education. They argued that government should not spend on private schools during the coming year.

Schools TV delay

The South African Broadcasting Corporation, which is responsible for the recently introduced television service, has delayed its decision on an TV educational programme.

Mr. P. Komlof, Education Minister, said that the programme, which would be broadcast on school radio, would be a pilot scheme. He said that many administrative problems would be encountered in providing open TV services.

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United States New maths: raising more problems than it solves

WASHINGTON American enthusiasm for the "new maths" is waning rapidly. All over the country there are complaints that pupils nowadays are worse at mathematics than they used to be, and a survey has just found that the new maths in practice has made little difference in the schools—principally because most schools and teachers have not tried it.

Dr John Kelley, chairman of the Department of Mathematics at Berkeley, University of California, in Berkeley, and a member of the US Commission on Mathematical Instruction, said it was time to bury the experiment.

"Evidence shows that teachers are essentially teaching the same way they were taught. Almost none of the concepts, methods, or big ideas of modern mathematics programmes have appeared in the average classroom."

New maths was first proposed in the United States in 1956 as a means of bringing a new perception to the understanding of numbers. Its introduction was spurred by technological competition with the Soviet Union, following the launching of the Sputnik satellite and a feeling that the United States was falling behind in its scientific and technological training.

But the new maths never caught on, as well as being unpopular with parents, many teachers did not understand the point of what they were teaching, and simply substituted one set of rules and abstractions for another.

In the last two or three years, a strong "back-to-basics" movement throughout the country, there has been a feeling that children now not only know less, but they are not even sure that they do add up to four.

In recent years also educational goals have changed. When new maths was introduced, the aim was to help budding mathematicians and those destined for universities.

Now the main aim is to ensure that everyone, including the less able, has at least minimal mathematical competence. A growing number of pupils need the basic skills and jobs they begin immediately after leaving school.

In a recent pocket calculator survey, the widely used in the classroom, and teachers are having to adjust their syllabuses to take the use of these into account.

Dr Kelley and other teachers believe that what is now needed is a way of combining the problem-solving virtues of the old maths with the concern for underlying principles of the new, while avoiding the formalism and boredom that in practice characterize them both.

"One of the unfortunate patterns in American response to educational innovation is a tendency to draw different positions," he said. "Instead of the 'all-or-none' approach, I think more effort should be made to blend the old with the new."

He believes that every pupil should have fundamental work as well as a hand calculator by his side by age 15. If they had not mastered basic arithmetic concepts by then, they should not be forced to continue basic drill practices. It was more valuable to give them a calculator and show them how to work out problems with it.

There has been public alarm at the falling scores in mathematics tests—though the fall has been far less marked than the scores for writing tests. But one aspect of particular interest is that women tend to perform very much worse in all maths tests than men, and the higher up the educational ladder the greater the difference.

This trend was the subject of a conference in February in Washington organized by the National Institute of Education—the government's educational research body—so see what could be done.

Those taking part agreed that many women suffer from "maths anxiety"—and the quality of their work is regarded either as a male subject or as irrelevant to ordinary life.

The result is that girls are given less encouragement than boys in mathematics, and they are also steered away from subjects that demand considerable mathematical ability.

A 1973 survey at Berkeley, for example, found that 57 per cent of male first-year students had taken four years of secondary school mathematics, while only 8 per cent of females had done so.

As a result, 92 per cent of freshmen women could specialize in only five out of 20 available fields, since calculus was a requirement for the other 15. Future career opportunities were therefore severely restricted.

Another study of precocious maths students made at Johns Hopkins University found that there were more negative stereotypes for girls good at maths than for boys. Mathematically able girls seemed more willing to sacrifice intellectual stimulation to social stimulation.

Other studies have also shown that girls' interest in maths falls as around the age of 12, when adolescence makes them more aware of social roles.

Several colleges and universities have tried to do something about this female "maths anxiety". At Wesleyan University in Connecticut a maths club was founded in 1975 which relies heavily on psychological counselling.

Wellesley College, a women's college in Massachusetts, is trying a different approach in elementary maths and its application, which explores mathematical concepts in the form of games.

Students might, for example, try the four-colour map theorem by colouring maps and seeing how few colours are needed to ensure that no adjacent countries are coloured the same.

Both these courses are funded by the government's Fund for the Improvement of Post-Secondary Education, and are very successful. The Wellesley course is oversubscribed, and those who have taken part are able to move on to higher level mathematics, statistics or economics.

Gratified though they are by such successes, maths teachers feel that the problem should really be tackled at school level, before the divergence between male and female maths achievement becomes too marked.

From this coming September, therefore, the National Institute of Education will spend almost \$1m on projects such as the Wesleyan programme in order to combat female maths anxiety in school before it develops.

South Africa Doubts over mixed sport ban

JOHANNESBURG State and state-aided Whites in the Transvaal have been told by the Transvaal Education Department not to take part in a racial sport.

The ban on mixed schools in the province for being "unconstitutional" has been reiterated by educationists in the government-aided sports policy as reported by the Minister of Education and Recreation, Dr P. W. Botha, who is also Minister of New Education.

The Minister has no jurisdiction over provincial education, but regard to sport the national government of late has been in a long range of multi-racial sport at the school level.

The opposite view to that of the provincial authorities is held by schools there, are now free to accept teams of any race.

Meanwhile, the Orange State provincial educationalists have called for a "code of education" to be drawn up to enforce a uniform national policy on this issue.

The regulations came into operation in June. They affect all institutions that receive federal government money, including schools, colleges and health centres. The law covers the way they employ, enrol and provide services to the handicapped.

The most controversial point in the new law is the inclusion of the handicapped. It is, they must be "completely barrier-free". And in two months' time all existing buildings must be made physically accessible to the maximum extent feasible.

School districts and universities will not have to make each school

Key charter for young handicapped

One of the most important attempts ever made to integrate handicapped pupils and students into the mainstream of American education has finally become law.

Mr Joseph Califano, Secretary for Health, Education and Welfare, has signed a long-delayed section of the 1973 Rehabilitation Act, which makes it an offence to discriminate in the employment and education of the handicapped.

Spokesmen for the handicapped were reluctant at their victory, but universities and school districts are not so enthusiastic. It has been estimated, for example, that it will cost about \$2,000m to make all the architectural modifications needed to ensure proper access for the physically handicapped in universities.

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LETTERS

Doubt about Willmott's sums

Sir.—Having had my say last summer about Alan Willmott's methods and comparability problems in general (Your Chemistry equals my French, TES, July 30, 1976) I was content to let matters rest but I see that the public is still being left with the notion that GCE grading standards fell between 1968 and 1973 (with the implication that they have fallen further since). I refer to your headline (April 29, 1977), "Dr Willmott says 'GCE A' level standards dropped'".

Let us be clear. Here is a report which contains two pages of caveats (110-112), any one of which, if true, would invalidate the results obtained. We are told that the sampling was not representative, that the major slumps which occurred over the interpretation of the results must be the fact that although it is known that schools differ markedly among themselves, they were used as the sampling units, that Test 100 was far from ideal, that the statistical model was not quite suitable for the data (in fact the model did not fit the data), and that GCE standards were studied only incidentally (see page 12).

In spite of all this, Willmott wants us to believe that a difference of about one-third of a grade (a figure which, I repeat, was calculated only by ignoring aspects of the data which were inconvenient for the model) should be taken seriously. There may be arguments about the interpretation of the differences found. Did the boards fall down? Did teaching improve? But the differences themselves are sound.

Well, I do not think the results are sound at all—we have no idea what the "true" difference was, if any, and we never will have. No

amount of huffing and puffing can conceal the fact that with so many reservations as this, none of the figures which have been produced can be trusted. Willmott's method is best appreciated on page 112 where he admits that the right way of sampling was too difficult to bring off so he had to do the next best thing. Like the bountiful who says, "I cannot take you across the river but I can row you two-thirds of the way", it does not seem to occur to him that the result of doing the next best thing is not necessarily worth anything.

Instead, he indulges in rhetoric about his work being essentially investigative, about the need to discuss problems openly, etc, etc, but as I said in my article you do not need to publish suspect results (much less over-interpret them) in order to discuss methodology, just as you do not need to row two-thirds of the way to find out that rowing is for us you can go.

ROBERT WOOD, Research Officer, University of London, School Examinations Department.

Sir.—The publication of Dr Willmott's comparison of GCE and CSE standards in 1968 and 1973 makes it possible for all to suspect their own conclusions about its validity. All such research can show is that the boards have behaved in a way which cannot be accounted for by candidates' performance on the reference test used for the purpose. In this case Test 100.

Its inaccuracy is therefore minimal, if, as some have claimed, the content of Test 100 is irrelevant to GCE attainment. If the test is not to be used again (and there has

been no suggestion that it should) would it not be appropriate if the claim could be verified or repudiated? Dr Willmott's conclusions are more guarded and cautious than last year's publicity seemed to hint, and he rehearses three explanations for his findings: a fall in standards, an improvement in teaching, and a decline in motivation in answering Test 100. In accepting the first explanation, he discards the second as untestable and the third as unlikely.

But unlike a fall in standards, an improvement in teaching would probably be particularly pronounced in certain school types, and its presence might be detected by an analysis within the various types; unfortunately no such analysis appears in the report. There is, however, some evidence which relates to motivation, in that pupils tended to attempt fewer of Dr Willmott's items in 1973. He attributes this to their low ability, but could it not rather be that pupils in the seventies are understandably less willing than their predecessors to expend their energy on an extracurricular activity of no direct benefit to them?

There are other factors too, apart from those which Dr Willmott mentions. Roughly speaking, his analysis suggests that a candidate's average GCE grade is better in 1973 than it would have been in 1968. But so it should be if, as various sources suggest, a typical 1973 candidate does better on CSE subjects, presumably his best, than he would have done in 1968.

D. J. SHOESMITH, Director, Test Development and Research Unit, Rastorff House, Cambridge.

When a third more or less equals a tenth

Sir.—Now that the final version of Dr Willmott's report on CSE and GCE examination standards is published, all interested parties will have an opportunity to read it and to judge how far the admitted limitations in methodology and sampling must be taken into account when considering the conclusion that standards have fallen.

One point may perhaps be made now. Nowhere in the TES of April 29 were readers reminded that the O level grades in the period 1968-73 were the unofficial nine-point grades used when the pass-fail system was still in operation.

From your article it appears that no one has given consideration to the question of whether one-third of an O level grade on the old nine-point scale used to define a relatively restricted section of the school population does in fact involve a greater change than one-tenth of a CSE grade in the five-point scale (plus an unclassified category) used for a population of about twice the ability range of the O-level entry.

It should therefore be borne in mind that the reference in the report to a possible one-third of an O level grade relates to the old system of grading, and not to the present one, and that the extent of the movement could well be much the same as that in the CSE examination.

RICHARD CHRISTOPHER, Secretary, Joint Mriculation Board, Manchester.



"That leaves us the third maths, medicine or marriage"

You can't eat the NAS sm

Sir.—Your front-page "Whatever happened to the (April 29), seems to suggest there has been unexplained response among the teachers' unions to misgivings about the NAS sm. Mr Oakes is for speaking to us so fully, frankly and clearly, for offering to answer questions, and for spending so much time in answering them so frankly and openly," said he was given considerable applause for this.

Fowler's 'low level abuse'

Sir.—I find Gerry Fowler's TES article lively and stimulating, and indeed quoted from one to my address to the Headmasters' Association conference, so that it was all the more disappointing (April 29) to find that conference (low level abuse and considerable misstatement of facts—facts which are easily available).

When Mr Oakes came out of the meeting he addressed at the Headmasters' Association conference, he seemed very pleased with the meeting and the way it had gone; as he walked to the press conference that had been arranged for him, he said smilingly "Education remains a very important subject for me," and referred to his audience's "barbary".

Stephen Cohen in the TES reported that the applauded Mr Oakes offered to answer questions. He was asked a considerable number, and replied to each one. He was treated with complete courtesy throughout. Almost all the questions asked were critical or enquiring.

Is it arrogant and ill-mannered to ask a politician in office questions about what he has said, even if they show that the questioner does not agree with all that he has said? At the conclusion I thanked Mr Oakes for speaking to us so fully, frankly and clearly, for offering to answer questions, and for spending so much time in answering them so frankly and openly," said he was given considerable applause for this.

Gerry Fowler could find out, if he wished to know, the views of the HMA on the education of the 16 to 19 age group, as these are set out in a pamphlet After Sixteen, which was given to some prominence and extracts from it quoted in the TES itself only a few weeks ago. Gordon Oakes said that he had seen it, but had "only glanced through it".

The HMA is not opposed to Sixth Form colleges or to full-time education for the 16 to 19 age group. It is opposed to the adoption of a single blanket idea that where a solution is always right everywhere, regardless of local circumstances. It considers that these should be considered on their merits and the right solution sought for each case, and that these are not likely to be all the same. It considers that this concern is a matter of local educational authority, and is not a matter to be settled a priori from

The truth about Gwent children

Sir.—You reported (March 18) the existence of a "secret report" presented to a subcommittee of the Gwent L.E.A. This indicated that more Gwent children leave secondary schools without any kind of qualification than in any other county.

Apart from the fact that this was slightly untrue and the percentages were statistically suspect, an explanation of the figures quoted is quite mechanical. The number of children who leave with five or three A levels is the same as the rest of England and Wales, indeed marginally better than many I.E.A. regions. The figures reveal, however, that 31.6 per cent of Welsh children leave without any CSE or comparable with 20.4 per cent in England. The mechanical explanation is as follows and is best explained on the basis of this school year.

The first legal date on which 16-year-olds may leave school this year is May 28. The CSE exams in Wales extend from May 30 until July 1. No Welsh 16-year-old who leaves on May 28 is able to sit CSE. In most of the CSE boards in England, the dates of the CSE exams are carefully timed to finish before May 28. Thus the overwhelming majority of English children who wish to leave on May 28 are enabled to complete CSEs.

The figures as presented in the report are accurate, but no educational case can be made out against those children who gain no grades from exams they do not sit. Whether the Welsh CSE dates should be brought forward to conform with English dates, or whether children are unwise to leave school without qualifications, are two different questions.

JOHN HERBERT, Liswerry High School, Newport, Gwent.

LETTERS



"Hey, Winston, if we but first, we can listen to the cup final."

Problems of the mobile

Sir.—The problems faced by children from mobile families (Exeter Great Debate (April 1) and Mr K. S. Hudson, "Boarding—batter than moving" (April 29)) are far more complex than either your report or Mr Hudson's letter suggest. Both the argument for a standard curriculum and the argument for hardening have their merits, but neither really provide a full answer.

In Australia, where they have a national curriculum, they still have noticeable retardation in the travelling element of their school population. In addition, many children are quite unsteady in a boarding system, even if it is available to all travelling children.

One of our greatest difficulties in finding an answer to this problem, both for the child and the school, is that no one knows how large the problem is. While we can fairly accurately count the number of service children, this is the only group that is even vaguely recognized. What about the other groups mentioned by Mr Hudson—children of circus, fairground and, of course, gypsy children?

In Europe, migrant workers are a major problem in the educational system, and as our economy expands with the increase of our oil supplies it is obvious that we in Britain will have to come to terms with a similar work force.

Surely the time has now come for some serious thought to be given to this problem at national level. The more we postpone this field here in the West Midlands area, the more daunting we find the task. Our educational system is static in its design, geared as it is for static children.

If our children have difficulties in achieving good grades in their exams even though they have attended the same school since the age of 11, what would their results be like if we regularly changed the school, peer groups, teachers, syllabus, and environment—both school and home—every year or so? Yet this is the norm for a large part of the school population. How much of this, I wonder, could possibly account for the mediocre day C. A. BERSFORD-WEBB, Coordinator, Education Service for Travelling Children, 62 Finchfield Road West, Wolverhampton.

Are teachers tough enough?

Sir.—If they worked for the ILEA, the head of mathematics and the head teacher who have to carry, hopelessly inefficient colleagues (letter, May 6) would have a remedy if they had the courage to use it.

Either they or their governors could make a formal complaint of inefficiency against the teacher to the authority. If the complaint was felt to be serious and backed by sufficient evidence, it would be referred to a tribunal, though not necessarily such an expensive one as Tyndale. Governors are there to force the I.E.A. to act.

PATRICIA COCKE, Westminster and Camden Parents' Consultative Committee.

Oxford's independents

Sir.—Vernon Bogdanor's attempted defence of Oxfordshire's educational cuts makes interesting reading. His plea for a calm and ordered listing of priorities seems reasonable enough, particularly since Oxfordshire County Council has expressed the desire to adhere to the Government's guidelines on spending.

Where, therefore, in his list of priorities does Mr Bogdanor place the £706,390 which Oxfordshire is spending this year on private education? Has he taken up the Government's invitation to explore ways of making cuts in this particular item of expenditure?

The figures show us that, in fact, Oxfordshire has decreased its overall expenditure in this field. Closest examination shows that it has done this by cutting back the amount spent on direct grant schools but increasing the amount spent on independent schools.

MARY RODGER, 17, The Green, Brill, Aylesbury, Buckinghamshire.

Power to cuts campaign

Sir.—The thoughtless task of defending Oxfordshire's £3m education cuts fall to Councillor Vernon Bogdanor, a fellow of Brasenose College, Oxford. His article "Right the Slogans" (May 6) was more interesting for what he left out than for what he chose to include.

It was made very clear to the NUT national delegation to Oxfordshire on April 22 that the authority was most anxious to work within the Government's guidelines, which amounted to the 1976-77 outturn plus 8.5 per cent in cash terms. However, it was revealed that Oxfordshire had budgeted for the 1976-77 outturn plus between 7.5 and 8 per cent, and in cash terms. According to my pocket calculator, if Oxfordshire did in fact follow the Government's guidelines and increase by 8.5 per cent this would mean a further £42,000, which would obviate the need for teacher redundancy.

We were indebted to an Opposition member of the authority, who pointed out that it was wrong to blame the rate support grant for the cuts, which had been effectively decided in June, 1976. The authority budgeted for a balance of £1,500,000 in 1976-77 and had come out with a £5,700,000 balance. There was also a contingency fund of £6m. Arguing that cuts in education do not necessarily mean a lowering

of standards, Mr Bogdanor quotes Oxfordshire's £3m education cuts fall to Councillor Vernon Bogdanor, a fellow of Brasenose College, Oxford. His article "Right the Slogans" (May 6) was more interesting for what he left out than for what he chose to include. It was made very clear to the NUT national delegation to Oxfordshire on April 22 that the authority was most anxious to work within the Government's guidelines, which amounted to the 1976-77 outturn plus 8.5 per cent in cash terms. However, it was revealed that Oxfordshire had budgeted for the 1976-77 outturn plus between 7.5 and 8 per cent, and in cash terms. According to my pocket calculator, if Oxfordshire did in fact follow the Government's guidelines and increase by 8.5 per cent this would mean a further £42,000, which would obviate the need for teacher redundancy.

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More about secret records

Sir.—In reply to Aristides' observations on the campaign to end secrecy in the keeping of school records (April 29), a campaign was started informally six years ago (May, 1971) by teachers' "subcommittees" and a clandestine network of trade resources on the one hand and the performance of pupils on the other.

as trouble-makers and got at through the records. It is pointless to argue that this is irrational. The thing is there and its implications are many and all bad. Some things cannot be put in so open a record. Reply: this is the familiar "dad beats mum" argument. For one thing, that kind of statement ought not to appear in any kind of record. What matters is the effect of the home situation on the child, and its essence can be indicated adequately without that kind of detail.

A variation of this argument is that a child tells his teacher that his home life is unhappy, in confidence because he is afraid of his parents. You cannot betray the child by showing them his record. But you betray the child anyway by using the record, that sort of situation is one for the social services to handle; and it is extremely foolish for a teacher to allow himself to be trapped in a confidential relationship with a child for obvious reasons.

The records are efficient. Reply: They can hardly be efficient if the people who know most about the children are denied their opportunity to help in their confusion. Some parents may be biased and unhelpful generally, but that is no reason for treating the vast majority of them like morons. A final word. Why are the things called confidential records? Confidential records are not confidential. You can tell your children's records, not cards, to use to see their children's records, is that what you want?

P. A. MCNAMEE, 40 Avenue Road, London, N.W.1.

Advertisement for 'Next school year' record books. Features include: 'SAVE TIME', 'KEEP MORE EFFICIENT RECORDS', 'much more easily!'. Lists various record book titles like 'Class Teachers' Record Book', 'Subject Teachers' Record Book', 'Head of Department's Record Book'. Includes an order form with fields for name, address, and a table of prices for different book types.

Advertisement for 'More about secret records'. Discusses the implications of school records, confidentiality, and the role of teachers and parents. Includes a testimonial from P. A. McNamee.

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SEPTEMBER 1978

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NEW STYLE IN-SERVICE

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This course is linked with the Innovative Initial-Training Honours B.Ed. in Applied Education sponsored by the College. Full details and application forms (returnable by 31 October, 1977) may be obtained from the Registrar, Charlotte Mason College of Education, Ambleside, Cumbria, LA22 9BB.

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Once again Newcastle upon Tyne Polytechnic is running its highly successful residential Polysample course. Polysample offers students in lower sixth forms an ideal insight into the educational, recreational and social life of one of Britain's major Polytechnics. No fee is charged for the course itself.

Accommodation for local and non-local students is available in the Hall of Residence on the campus at an overall cost of £10. As accommodation is limited early application is desirable.

Further details may be obtained from: The Organising Secretary, Polysample Course, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST.

Newcastle upon Tyne Polytechnic

SCHOOLS COUNCIL PROJECT: DRAMA 10-16

July 2nd

OPEN CONFERENCE

The Future Development of Drama in Education

This conference will include the Project's findings but will mainly be concerned with discussing and recommending strategies for the future of drama in education.

To be opened by Dr Richard Hoggart, Chaired by David Morton, Chairman of N.A.D.A. Fee £2.00—Institute of Education, London.

Application forms from: Schools Council Drama Project, 19-Ennole Grove, London, SE14 6NH. Telephone: 01-691 3924. Closing date: June 2nd, 1977.

BRITISH ASSOCIATION OF ADVISERS and LECTURERS in PHYSICAL EDUCATION

ANNUAL SUMMER SCHOOL, 1977

The 1977 B.A.A.L.P.E. Summer School will be held at King Alfred's College, Winchester, from 23 to 30 July. Courses planned are: Educational Gymnastics—Creative Dance—Games Skills—Primary work—Educational Dance—Movement for the Handicapped—Formal Gymnastics—History of Department—Physical Analysis of Sports Skills—CCTV in Physical Education—Health Education—Badminton—Basketball—Cricket—Football—Squash—Volleyball.

Further details may be obtained by sending a S.A.E. (at least 20p) to: Mrs E. Creke, Hon. Secretary Summer School, Bath College of Higher Education, Newby Park, Bath, Avon; BA2 9BN

DORSET INSTITUTE OF HIGHER EDUCATION

BA Honours Degree (CNA) in Humanities

Two subjects from: Economics, English, French, Geography, History, Law, Politics. Details from: Mr P. Snowdon, Room G10, Dorset Institute of Higher Education, Walleedown Road, Walleedown, Poole, Dorset BH12 6BB. Tel: Bournemouth 624111.

ilea Candidates should apply as soon as possible, specifying the course(s) in which they are interested to: The Principal (Ref TES), Garnett College, Downshire House, Roehampton Lane, London SW15 4HR (07-789 6533).

S. MARTIN'S COLLEGE, LANCASTER

CONVERT YOUR QUALIFICATION TO SECONDARY MATHEMATICS TEACHING

The College offers a one-year full-time course leading to a CERTIFICATE IN MATHEMATICS TEACHING under the D.E.S. re-training scheme for qualified teachers. Applications are invited from:

- Employed teachers wishing to improve their competence in the mathematical field.
- Unemployed teachers (including those expecting to qualify in June, 1977) not qualified for secondary mathematics teaching. (Mandatory grants available for newly qualified certificate teachers.)

Further details from: The Registrar (Dept. M), S. Martin's College, Lancaster LA1 3JD

CRAIGIE COLLEGE OF EDUCATION, AYR

NATIONAL INSERVICE COURSE

MUSIC IN THE NEW COMPREHENSIVE SCHOOL

5 to 10 SEPTEMBER 1977

This course is for teachers, lecturers and advisers and is designed to take a close look at the current and future place of music in the comprehensive school. The course will be staffed by distinguished visiting lecturers including Mr Geoffrey Bragg, Mr John Hosler, and Mr Robert Wilton and will consist of lectures, seminars and practical sessions.

Residential accommodation is available within the College. Application forms and brochures may be obtained from the Vice Principal, Craigie College of Education, Ayr, telephone number (0282) 60321.

Closing date for applications: 24 June, 1977.

CREATIVE MUSIC and ARTS COURSES

JULY 31-AUG. 6

Ort Institute, Salzburg—

July 10-15 in English

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Stockwell College, Bromley

Art, Dance, Guitar, Movement, Drill, Singing, Percussion. Tutor: Catherine Baxter.

Byron Taylor, Gillian Jones, David Mitchell, Margaret Mackay, Phillip Smith, Ingrid Johnson.

Apply to: The Secretary, Ort Institute, Ort, Salzburg, Austria. Tel: 0043 620 2111.

Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners

For the next two weeks, the TES feature pages will focus on the role of parents in education: This week, Eric Midwinter argues that teachers need to sell their wares more aggressively to parents; Daphne Johnson finds that many parents prefer to remain aloof from their children's secondary schooling; Tim Albert visits a parents' advice and information centre in London's East End.

The missing ingredient

Eric Midwinter

Some years ago in a Liverpool department store we organized a huge exhibition of children's work which attracted 10,000 visitors. We included the element, now used frequently by community educators, of the "live" lesson, with two or three times a day, a teacher and a class going through their paces for the edification of the onlookers.

I have often recounted the tale of the young first year teacher who, before an admiring crowd of two hundred Messey-side housewives, took 40 energetic infants for a physical education lesson. A PE lesson with 40 infants can be like Gull-leson with milk. When I tell the tale there are many who regard the enterprise as insane and futile, but even the most grudging have agreed that the girl showed bravely.

That is until a few months ago, when I addressed a group into which other classes of persons, apart from teachers, had infiltrated, and a businessman scoffed at my yarn of courage beyond the call of duty. "Why", he asked, "should it be regarded as brave for a properly-trained professional to perform a task about which teachers that they panic when invited to demonstrate their skills?" He pointed out that the girl at the department store did their job in public all day long.

Is there a predilection among teachers—even, it was once suggested to me, a motivation for those contemplating teaching—in the privacy it offers? If so, there could be a massive programme of in-service recycling ahead of us. When all the research findings and statistics have been garnered about reading ages, O level results, pupil-teacher ratios, expenditure on books and so on, one finds oneself flailing in marginalia compared with the glaring classism which makes itself manifest in such explorations.

This is the social factor, the manner in which the social context and cultural influence of children's background, and critically the home, affects their educational attainment. It is about seven-year-olds whose parents are in Class V on the Registrar-General's scale being several times more likely to be poor readers than Class I children; about highly middle-class Richmond sending 17 per cent of its age-range to university while highly working-class Barking sends only 2.4 per cent.

There may be argument about the degree of this influence, but no one really doubts that it is falling the crusade for equal opportunity. Unfortunately, too few do anything direct about it. One side—the social context—is, of course, a matter not of schools, but of housing, jobs, income, services and the like. Without radical reformation in these fields, equality of opportunity will remain a mere shibboleth. But the other side—the cultural influence—is more open to teacher engagement. It concerns the making of the mechanics and approaches of the schools intelligible enough to the parents for them to support their children fruitfully.

Of course, there are strong moral and democratic arguments why parents

should be much more involved in schools, but, because of the primacy of the child as the direct consumer of the service, the professional case for parental participation must remain paramount. It is about the recognition that, willy nilly, and whether teachers like it or not, the parental function is, for good or ill, crucial.

Almost all our efforts to improve educational facilities, from scholarships to brand-new buildings, have been school based and about what teachers and pupils have and do in schools. It is more than 30 years since the 1944 Education Act, and there is still no sign of any exciting breakthrough in educational equality, despite the astronomical £6,000m expended upon its provision. And the proportion of working class children in higher education (or sixth form, or getting five O levels, or whatever yardstick you choose) resolutely refuses to budge much. So it is high time the educational service, examined ingredient X, parental in-put, and accepted its obligation to devote more time, effort and resources to the business of raising levels of communal educational awareness.

This immediately casts the teacher in the role of adult tutor as well as child teacher; it behoves the teacher to see the unit of treatment as parents-and-child together, rather than apart. Moreover, because of the experience of pilot projects during the past 10 years, it is proper to assume that such an adult-oriented approach must conform to the cultural mores of these adults. In the past, teachers have, for instance, preferred open evenings which, when ill-attended, have led them to brand parents as apathetic.

The more professional reaction would be to ask: are we informing and inviting parents to support us in a style and fashion which is acceptable to them? Thus the informing of 10,000 in the department store teachers and schools in every kind of area and situation, especially in primary schools, have demonstrated over and over again that, with this

criticism in mind, the interest of a great majority of parents can be tapped.

It is, then, in part a public relations exercise. Naturally, as any advertiser will recommend, you can only sell a bad package once, so it is important to ensure that your package is worth selling. The art of persuading the client of its value remains. For teachers are past-masters at hiding splendid lights under suffocating bushels.

So many teachers and schools have such a fine, lively, worthwhile commodity, but their attempts to persuade parents and other citizens of its value are too often pitiful. The ease with which detractors peddle their tawdry prejudices is evidence enough. As the whooping warriors of the Black Paper tribe jostle and gallow, their arrow-fire mercifully inaccurate, the unweary wagons are drawn around you on the operating table, the last thought you would wish to entertain is that the one with the knife doesn't hit it off with the one with the anaesthetic. Certainly the day must come when recruitment and training of teachers must pay more attention to their capacity for stewardship of the public's awareness of and involvement in education.

Part of the success lies in creating an atmosphere in which education is perceived and discussed as a normal, everyday topic of an enjoyable and vital character. It needs to have the same popular image as a conversational gambit as football, the telly, women (or men), cars, knitting, babies, the weather, gardening and health. It needs to be much more of an integral part of the day-by-day fabric of life.

When helping, some years ago, to organize the "Ask ACE" weeks at Butlins holiday centres, where educational advisory points proved successful, one distinction struck me. On the one hand, there were those in education who thought that the supposed purity of their discipline would be sullied by acquaintance with the brash bonhomie of the holiday camp. On the other, there were the holiday centre executives pondering whether, given their remit to provide their customers with a pleasurable time, they should risk getting mixed up with so grey and arid a subject as education.

A disingenuous *Guardian* byline at the time caricatured this distinction. It read: "The coming together of two ghastly British institutions." This view of education as a boring and monotonous grind, as, at best, a reluctantly accepted evil, must be challenged and overcome. If education is, as we are fond of reminding one another, for and about life, it must be seen much more vividly as an intrinsic part of life.

The methods are available; the resources required for them are not heavy, or else, as many schools have shown, it is possible to find them where there is a will. It is the change of mind and heart that is perhaps the major problem. Yet so many teachers, in their own way and at their own pace, have now exhibited the necessary confidence and skill in their relations with home and community, one might hope for a quickening of the action.

Mind you, I still think the girl with the 40 infants was courageous. I wonder where she is now? Probably in a canoe on the Amazon or climbing the Eiger.



"They won't be back for ages yet; they've gone to a lecture on 'parental influence'..."

their mysteries with other teachers. I've heard some dreadful rows about team teaching, and "preferring to work on my own". "What happens", it is asked, "if members of the team don't get on personally?" Obviously, if it can be shown, in some situations, that team teaching would be the most effective approach, it is preposterous for professional people even to raise that issue.

As the scrubbed and silent team groups around you on the operating table, the last thought you would wish to entertain is that the one with the knife doesn't hit it off with the one with the anaesthetic. Certainly the day must come when recruitment and training of teachers must pay more attention to their capacity for stewardship of the public's awareness of and involvement in education.

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Eric Midwinter is head of the public affairs unit, National Consumer Council, and chairman of the Advisory Centre for Education, Cambridge. * "Education for Sale", published yesterday by Allen and Unwin (£4.50; paperback £1.95).

Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners

Leaving well alone

Daphne Johnson

For almost 20 years it has been part of the conventional wisdom that a close home-school relationship is vital for children's educational progress. Yet only a small proportion of parents belong to parent-teacher associations, or have much to do at all with their children's secondary schools. It seems logical to conclude that most parents are not concerned about their children's progress. But the parents themselves may see it differently.

The views quoted here are those of parents whose voices are rarely heard in educational debates. As part of a three-year study of the relationships between secondary schools, homes and supporting welfare services, I visited in their homes parents whose children attend comprehensive schools in adjacent districts of two Outer London boroughs.

Most of the families had three or four children. In many cases at least one parent had been of the same school as their children, under an earlier "secondary modern" form. Many — fathers and mothers — were on shiftwork in factories, the police force, a local hospital, or the nearby airport. A few were self-employed.

These families are among the minority who don't have a lot to do with the secondary schools their children attend. Data from all the interviews (more than 100) have not yet been fully analysed. But the over-riding impression from the 38 families I visited is that parents measure their children's progress through secondary school not so much in terms of subject-learning or examinations, as of how they are "learning to stand on their own feet".

This achievement may subsume financial independence, emotional independence and/or personal lifestyle independence. Parents described the ways in which they tried to encourage their children in this growing-up process, which often seemed to have little to do with formal schooling.

"We are pleased that she has a Saturday job—it makes a break from school-work." He has to be out. He's seen more of this country than I've ever seen—even been up to Scotland. He's taken bus tickets to London since he was 12."

Scouting, award schemes and sport were all valued, not only as "outlets for energy" but also for the extent to which they widen horizons and get children used to going away from home. "She stays overnight at the Crystal Palace when she goes swimming there." He's had one weekend away with the Sea Cadets—they just put up a tent quite locally, but it's a start.

The school was far from being the central focus of parental interest. The idea of keeping a close eye on what their children were doing at school, seemed inappropriate to most parents, who felt that learning to cope with the school's demands was something the developing young person must—and preferred to—do on their own.

"Parents playing an active part at the school wouldn't help the children in any way. They change when they get to the big school—get more independent. We went up to the school once, when our daughter was unfairly treated. We would not have gone if we felt she was in the wrong—we'd leave her to sort out her own problems."

"I think my son is old enough to look after any difficulty now. He can look after himself." "You can get children into

a lot of trouble if you go up the school too quickly or too often." "I think it's best to leave them more to themselves. They don't like to see their parents coming to the school too many times."

"Our attitude is to keep an oversight on what's happening, and if all's quiet, be content." As they get older, they want to stand on their own feet, not have Mum always behind them. She can take an interest, but not tie them to her apron strings. They know she has taken an interest, when they were small."

Although talking about the secondary years, parents are of course seeing them as a sequel to early childhood and the primary school years. Many parents, especially mothers, have made a big investment of physical and emotional energy in getting their children started at primary school.

"The eldest boy always had stomach ache when going to school. I would go in and say to the teacher: 'He says he's got it. I'm at home if I'm needed.' I had five years of that."

"When my daughter first went to school, she used to play up. Perhaps because she was the last child going to school, it was a problem to get her going. I would take her into the classroom and wait till they started. The teacher and I got friendly."

"When one of my daughters started school at five, I had to drag her up there every day for a month. I thought I was going to have trouble. But that was it. Now she loves school."

"You have more to do with the infants—it gives them a good start especially when they're very small. It eases my mind to know they're with it from the start. I take the smaller one right into the classroom, as a rule. When they're going up to the juniors, you drop off a bit. But when they're small, they need Mum about."

"At the primary stage, it wasn't so much for their education that you went up, as for the child itself—so they would feel more at home."

Following the weaning stage which starts at school entails, many parents see the ensuing process as a continuation of gradual emancipation from the home. They look to their children for cues as to the currently appropriate characteristics of their own role. They adjust their stance towards their child's school life and to his or her other activities, moving closer in times of difficulty, stepping back again when things seem to be going well, or when they feel the child is in an oppositional phase, and parental intervention can only be counter-productive.

It is not surprising that by the time educational choices have to be made, the children are often seen as the most appropriate persons to make them. "He picked his own subjects." "He knows what he's good at." "They make up their own mind about school decisions—they may ask my advice, but still go on what they think." "The boy knows his own mind. He wasn't guided by the school."

When it comes to stopping on, given that many of these young people have already had at least two years more education than their parents (some of whom left school—officially, or unofficially—at the age of 15), parents maintain, with remarkable consistency, their trend towards encouraging autonomy in their children. "We left him to his own devices." "We left her to her own devices." "We wouldn't stand in her way."

Some parents are almost dumbfounded by the extent to which their children have become motivated to continue. "She won't leave school." "She used to work

Keeping up to date

Tim Albert

Parents must be among the most under-used resources in education. Overawed by the whole business—which first overawed them when they were at school a generation before—they easily become the weak link in the parent-teacher-child partnership. Now, in one of the most deprived parts of London, an experimental parents' centre has been set up to combat this.

"Teachers have teachers' centres" argues one of its employees. "So why not centres for parents, so they too can keep up with what's going on?"

The centre is run by an organization called Newham Education Co-ordinating Services Association. It operates from a former pie and mash shop in the borough. Its bright and cheerful front end range of aoid sensible educational materials for children making contrast with what the older people are doing to the world outside: a yard cranes, overhead electricity cables, urban motorways, high rise public housing, sprawling graffiti: TONY WOOD or BENDERS OK?

Chairwoman of NECSA is Pat Co-mother of three, wife of a decorator, a part-time cashier. The associated

some 50 family unit members and several group members, such as local parent-teacher associations. Its annual budget is about £8,000 a year, which pays for three workers.

Ray Phillips, a former worker with the community action programmes of the National Union of Students, and registered as a part-time research student, is its information-research officer. Rita Baker, a docker's wife and local mum, originally part-time, is the full-time publicity secretary, and Jean Taylor the part-time day organizer in charge of the shop front.

This display area is the public face of the operation. It is not a shop, since the organization's constitution forbids trading; but it contains a range of children's books and related materials, and Jean Taylor is a registered supplier. So far, she says, some 250 people have been interested enough to come in and leave their names and addresses with her.

"They're all types, but mainly from this area", she says. "Some of them come in to look for children's books (in a borough of 250,000 people there is only one specialist bookshop, apart from Smiths); others come in for information and help."



Newham's parents' centre: is this the logical development after teachers' centres? Photographs by Sally Greenhill

extension of the child's experience, in copying on his or her own, than as an appropriate focus for family concern.

There is, of course, some congruence between what these parents are doing for their children and what the secondary schools are trying to do. Many teachers have educational goals for their pupils of the developmental kind, as some parents do, though in many cases they probably not had the opportunity to say anything about the upbringing of their child with a stranger. Parents are often proud about the upbringing of their child, but perhaps a different kind.

If parents aim is to wean children from home and parental support, encourage them to stand on their own feet, then school life is seen more as

teachers' attempts to offset "fatalistic resignation". One teacher put it to no more bluntly: "My task is to remove these children's working class blinkers." Teachers may feel they are doing this to opposition to parents. Parents seem to feel they shore these confidence-enhancing goals for the child, and are working towards them through their whole rationale of child-rearing.

Perhaps parents and teachers would draw most benefit from a home-school relationship which amounts to a community wave to one another, as they separately press forward with their common task of spreading opportunities in the path of the developing child. The relationship sounds attractive. But there are drawbacks.

Encouraging children to stand on their own feet is in line with the "progressive" ideal, which sees education as the releasing and developing of each child's potential. But this does not sit well with the ideal which equates education with certain inputs of knowledge and standards of scholastic achievement. The educational research of 20 years ago, which identified the characteristics of family life most conducive to children's educational progress, did not dispute the supremacy of the knowledge-ideal in secondary education.

The original concept was of a family which knowledgeably supported its children on their route through the system. The children of such families were found to be more successful than the average at entry to selective schools, and to universities, and more likely to stay the

course. Today we are more ambivalent about the aims of secondary education. But as secondary children move closer to the world of work or further education, they may encounter attitudes—both of employers and teachers—which hold single-mindedly to the knowledge-ideal, and value the kind of parental support which puts first the maximizing of children's academic potential, rather than the encouragement of independence and autonomy. Will this year's school-leavers be standing so firmly on their own feet that they can cope with this dilemma?

Daphne Johnson is co-director of the Educational Studies Unit, Brunel Institute of Organization and Social Studies, Brunel University. She is writing here in a personal capacity.

information on provision for the under-16s, careers advice, reading help, education abbreviations, and On Being Sent Home From School.

The centre has also become involved with the adult literacy campaign, and with a £500 grant from the Adult Literacy Resource Agency now runs individual lessons for 40 students on three nights a week. Roy Phillips, who administers the scheme, says he would like to extend it to include a literacy outreach worker. The centre also has three toy boxes which it loans to childminders.

The operation was spawned by Newton Education Concern, a lively parents' action group which was set up in those seemingly far off days of 1973, when there were teacher shortages in London. The idea of a parents' centre was one of the first. Initially it was rejected by the urban aid funders, but later it attracted the interests of the Gulbenkian Foundation and the Monument Trust (a Salvation Army Charity), which in spring 1975 offered to fund £10,000 each over three years.

The parents' centre has now applied again for urban aid, and this time got the approval of the local authority. NECSA has asked for £80,000 which will allow the centre to operate for five years, and to move into a more central position in the borough. It will not hear until the autumn whether it has been successful or not. "I understand nobody stands a very great chance", says Ray Phillips. "Only one pound out of every four asked for is granted. But we can always go back to the trusts, or to the DES. I think something will carry on: after all, we have some £2,000 wrapped up in equipment, and I can't see that disappearing completely."

How successful has it been? This is difficult to quantify. Certainly the two trusts must have thought it had been doing well, since they have now increased their grants from £2,500 each, so that Ray Phillips and Rita Baker, previously part-time are now full-time. So too must the local authority, who from a position originally of suspicion and rejection have now supported their application for urban aid.

The three staff members say the work has brought them considerable satisfaction. "Professional people have responded", says Ray. "For instance, yesterday we had a phone call from one of the two main reference libraries in the borough, asking for the reading help booklet. And a teacher in a secondary school asked for 200 copies of another booklet."

So what about the parents? "Very simply, we are trying to build up their confidence", says Ray Phillips. "We've moved away from the situation where democracy equals choice. With our large instructions, the only way we can exercise our rights and duties is by getting stuck in there." Rita Baker adds: "If we do no more than get some of the parents involved in their kids' education, then we've achieved something."

Next week: Barbara Tizard on parents' ideas of nursery schools; Gerald Haigh on the pre-school SCOPE project in Southampton; Barbara Evans and Peter Hannon on working with parents in a Rochdale community school.

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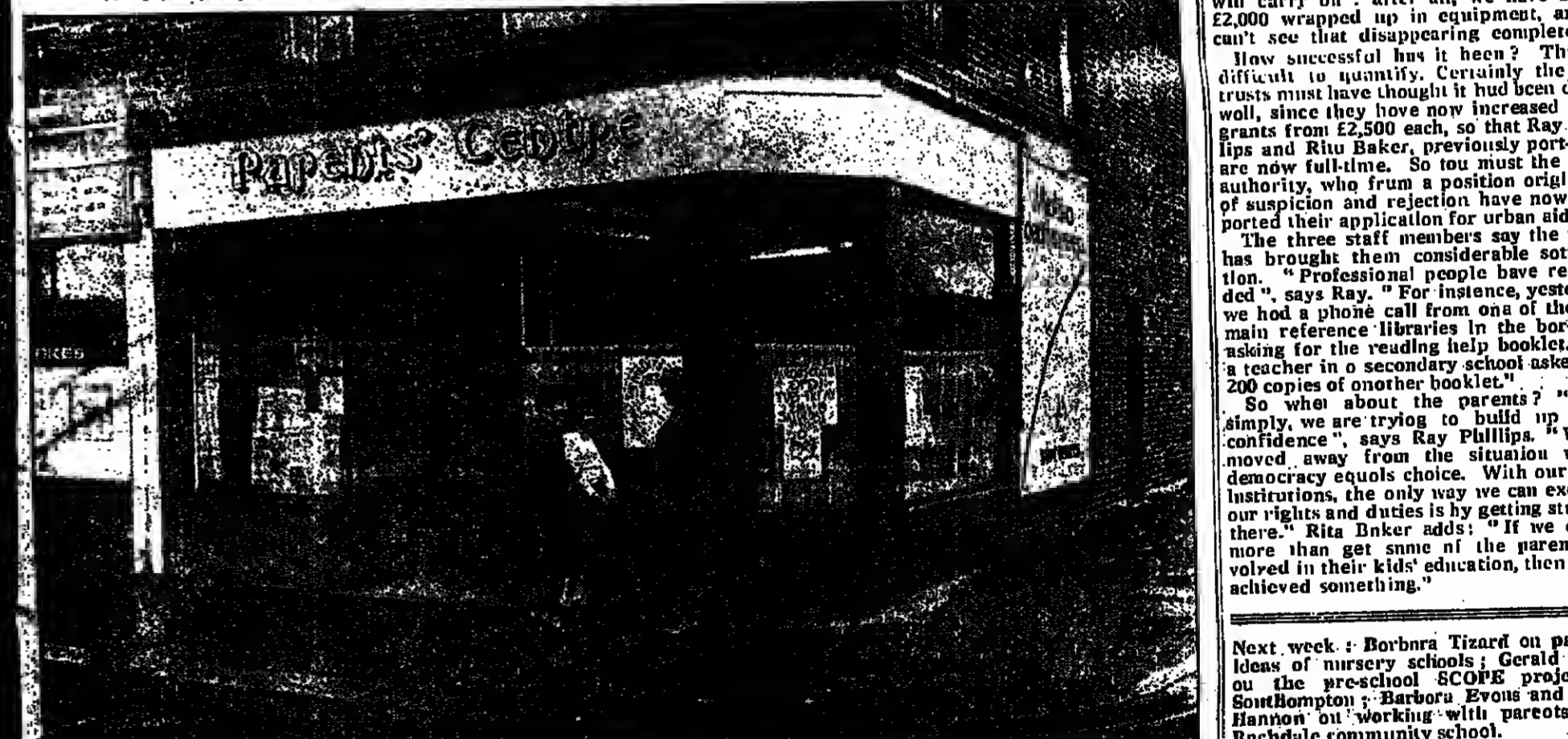
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22 Books/Politics/History

Swing of the weather vane

Carl Slevin on a new study of the National Front

The National Front. By Martin Walker. Fontana/Collins £1.00. 00 634824 6.

The National Front is now the fourth most important political party. When it was founded, 10 years ago, it was a joke, a bogey...

The recent local elections produced results which can reasonably be interpreted as the beginning or the end of success, but looked at in the light of the National Front's long-term electoral performance...

The National Front therefore deserves our attention, and Martin Walker's book attempts to provide some of the requisite information. He traces the origins of extreme right activist movements from 1931...

Despite its short-lived attempt to...

Its main claim to fame was in inventing the political stunt. Hiding under the platform of Conservative party conferences and jumping out shouting: "Macmillan is a traitor"...

In 1967, the LEL joined with the British National Party and a contingent from the Racial Preservation Society to form the NF. Its achievements since then, while rather small in absolute terms, are incredible given the amount of time and energy its various leaders have spent intriguing against each other...

The present chairman, John Tyndall, was originally excluded from the NF because its leaders thought him untrustworthy and just too extreme. (On his first visit to Germany, he is said to have made his companions find him a shoe shop so that he could buy a genuine pair of Teutonic jackboots.) But he has consistently shown a Sialnesque skill in isolating opponents and driving them out even though he has suffered occasional setbacks. Whichever his oddities, Tyndall is a natural politician. He became chairman in July 1974, lost the position in 1974 to an ex-Conservative, John Kingsley Read, and then succeeded in forcing Read out to form the National Party, a group heavy with chiefs but short (if their ideology would allow such a metaphor) of Indians.

Despite its short-lived attempt to...

combining the more extreme bits of Labour policy with more usual National Front views, and despite its efforts to jump on other people's bandwagons, such as the anti-Common Market campaign and the Northern Ireland question...

Mr Walker's book tells the tale but, apart from a short concluding chapter, provides little by way of a theoretical framework. Intellectually, racism in Britain is a good century old and, given its respectability even in some left-wing circles until the Nazi horrors were revealed, the tradition cannot be dismissed as the aberration of a few lunatics.

Given that the book is mainly concerned with the detailed internal workings of the NF, there must be some doubts about its accuracy. The NF does not welcome the light, especially when the torch-bearer works for The Guardian and is himself rather obviously left-wing. After the last split, for example, Tyndall's faction instructed the membership not to cooperate with Mr Walker in any way. Some, however, continued to cooperate, providing him with information otherwise unavailable. But how reliable are people with such obvious axes to grind?

Mr Walker congratulates himself in his introduction on not having produced a sociological treatise but, for all their faults, these do generally give sources, a bibliography and even an Index.



A rally in Trafalgar Square in 1962 held by members of the Socialist Movement, many of whom later joined the National Front. "Fascism" by Hugh Purcell (Hampish Illustrated)

Transient triumphs of time

Keith Harling

Metternich. By Andrew Milne. Fontana/Collins £1.85. 340 15199 4. A Portrait of Europe 1900-1973. The New Barbarism? By Martin Roberts. Oxford University Press £6.00. 91360 4. £1.95. 019 913225 9.

This study of Metternich by a schoolmaster at Oundle is inferior to Alan Palmer's recent book as a textbook. Milne arranges material with admirable clarity, making much of Metternich's two great successes - in tricking Napoleon while pretending to be completely ally and in summoning France the defeated enemy, to the Congress of Vienna in order to do down Russia; his wartime partner.

In the last section, Milne considers Metternich's posthumous reputation. He plays with the notion, first floated by Henry Kissinger, that Metternich was like Kissinger, but better dressed. He is kinder about Metternich's thought than Alan Taylor, who said that most men could do better with shaving...

but better dressed. He is kinder about Metternich's thought than Alan Taylor, who said that most men could do better with shaving. In his introduction, Mr Milne needs a very recherché vocabulary in full terms to make the idea of a man who thought that society would break into fragments unless he had Beethoven followed by police aples and forbade the performance of Homer.

Metternich was a diplomat, whether the rank with foreigners or with Habsburg subjects; and the triumphs of diplomacy, however delicious, are just as transient as triumphs in the other performing arts. He used to sigh that he had been born in the wrong century, but since he had money, mistress, three wives, the frightful deference of millions, a good wardrobe and a job that left his evenings free for party-going, he probably had more fun than anybody else in the Austrian Empire.

Martin Roberts is determined to

Far from the madding crowd

Rural Life in Victorian England. By G. E. Milne. Fontana/Collins £1.95. 434 46750 2.

History teaching in schools too often ignores the fact that you want to make sense of twentieth-century urban social history, you must look at what went on in the countryside in the preceding years. The imaginative reconstruction of life on the upmarket farms is not just a pastoral self-indulgence; it is not only for the students of agricultural history. Professor Milne's readable account emphasizes the general pertinence of his subject.

Seven of his nine chapters are devoted to describing particular aspects of the rural community, and only four of these, the landowners, farmers, farmworkers and land agents, are directly connected with farming. The professional people, the tradesmen and craftsmen whom he also writes about were naturally influenced by the farming community which they served although many respects they remained independent of it. He shows that they were, nevertheless, an integral part of country life. The accounts of all these ways of life are illustrated visually by prints which originally appeared in, along

23 Books/History/Geography

Wanderings from the fold

R. H. Du Boulay on medieval history

Heresy: Popular Movements From Bogomil to Huss. By John Lambert. Fontana/Collins £15.00. 7131 5894 8.

ten years ago Dr Lambert wrote an excellent monograph on Nelson Power, showing, among other things, how easily the attempt to lead into radical criticism of organized Christianity, and hence some heresy. Now he publishes a book intended as a synthesis of not scholarship on medieval heresy of all kinds.

As a subject which continually attracts the educated public, though it is odd that so much of a substantial work on it has been done by foreign scholars, while British contributions have more often been of a brief or introductory type. This makes Dr Lambert's book all the more welcome. He is itself an expert, and is able to draw on literature not only in English but in French, German, Italian and Dutch.

The subject is divided into four parts. The first deals with the beginnings of heresy in Christendom up until the eleventh century. Here the treatment is rather superficial. The Waldensians and the heretical heretics outside purely heretical heretics and concentrates on those which formed social and political movements. Still, it would have been interesting to have seen an attempt to show the continuity of heresy, as one of the heretics which is arguably less

heresy than a different religion. The second part is concerned with the twelfth century, when a newly reformed and aggressive papal church began to be threatened by two very different kinds of opponents: the Cathars, who explained the existence of pain and evil in the world by attributing everything which is material or physical either to a fallen angel or to a second and evil Creator (= Dualism); and by the Waldensians, an offshoot from Waldo (or Valdes), a rich businessman of Lyons who did not deny the Christian explanation of evil, but rejected church pomp and wealth, and fell foul of the hierarchy for his insistence on unlicensed preaching.

As the book goes on it gathers weight and interest. The third part covers the repression of heresy organized by the Church, notably through the Inquisition. Today people are hypnotized by the inquisition's occasional dramatic cruelty rather than by its novel efficiency in cross-examination and record-keeping which were much more sinister and would do credit to modern police states. The author discusses the impact of repression on Cathars, Waldensians and various heretical movements round about the year 1300, and he points out something else which is often forgotten, that thorough persecution tends to be successful. Movements are not always crushed by the hand of the church, but they are often determined and intelligent enough to see clearly

what they are persecuting. In fact, the Waldensians were the only medieval heretics to survive the middle ages as an identifiable body, and this was mainly because their simple evangelized twenty, often quietly sustained in remote surroundings, seemed not to pose a serious threat to the political and social order of society.

The fourth section surveys Wyclif and the English Lollards, with a good discussion on the connections between them, and finally moves on to that vast eruption in Bohemia between about 1380 and 1450 which is generally called Hussitism. These final chapters are, for me, the most riveting and important part of the whole book. The author ceases to seem puzzled about his own learning. The prose, sometimes laboured, takes on a new life. A re-valuation, hitherto badly understood by us because so much writing about it is in German and Czech, is unfolded and dissected in all its exaltation and misery. This is heresy different in kind and scope from anything that had gone before, shaping the consciousness of races and the life of nations, fuel for fires of hatred which are not yet extinguished.

This is an important book, but it is not a very good synthesis because its various parts are in different stages of digestion. Dr Lambert is most successful when he departs from his more speculative and displays other people's researches with his own fresh mind.

Earth-shape, earth-quake

S. Roberson

Modern Geography of the United States. By Robert Estall. Heinemann £2.50. 14 02 1365 1. Regions in Human Geography. By W. D. Smith. Heinemann £2.00. 14 08 0925 0.

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Like his companion book, this one is arranged in a chronological order, but with special sections on population and women. It is a good book, but it is not a very good synthesis because its various parts are in different stages of digestion.

Englishmen's homes

English Castles. By R. Allen Brown. Fontana/Collins £3.95. 7134 3119 9.

English Castles. By R. Allen Brown. Fontana/Collins £3.95. 7134 3119 9. The Landscape of Towns. By Richard Atkin and James Boud. Heinemann £4.00. 14 0194 0. Industrial Archaeology. By Kenneth Hudson. Heinemann £2.25. 212 9701 6. The Industrial Revolution in Scotland. By Lloyd Laing. Heinemann £4.50. 7153 7243.

Here, at last, the map style becomes a little wearisome. The maps are based on statistics gathered by the major regional groupings, and one long for some specific industrial distributions or locations.

transport and relative prosperity are not included in the development is lightly touched on. In fact much is omitted, but where omissions occur Dr Estall does not hesitate to admit to them. This is, however, more than an economic geography; it is a good background reading for all who wish to learn about the United States. Solid, yet comprehensible to the layman, it points up the loss geography would sustain if a non-quantitative baby were thrown out with the regional bathwater.

David Smith's Patterns in Human Geography is concerned with techniques rather than results, and is strictly for the student or academic. For those to whom the new geography is a closed book, this is as good as any to open. The claims made a decade ago that a level mathematics was a necessary basis for a geography degree are now

underlined. One cannot readily absorb this material without considerable mathematical maturity. This granted, the book becomes a valuable high-level primer of the new geography. There is an essential link with the past in the opening chapters on the mapping of statistical data. The middle portion shows the application of statistical methods to geography, and the latter shows how geographical patterns can be accurately measured and compared. We are again reminded that, when sophisticated statistical techniques are used, results must be validated by statisticians equally with geographers.

The Jupiter Effect opens with a clear account (free of too many technicalities) of earthquakes and plate tectonics, applied particularly to the San Andreas fault of California. It then considers the factors which may trigger off earthquakes, from weather and earth-tides to sunspots and other cosmic influences. At times one seems to be hovering on the border between science and science fiction—but then, some people don't believe in elephants.

Who is your God?

Who is your God? Whose does religious tolerance end and compromise begin? Why are you Christian rather than Buddhist—or Buddhist rather than Christian? A welcome second edition of Geoffrey Parrinder's long unit-of-print study of Comparative Religion (Shepherd Press £1.95 85969 101 2) explores questions like these with clarity and rigorous integrity.

Its purpose is not to examine world religions, but rather to cut through to the very nature of religion, to clear away muddled thinking and to provoke honest confrontation.

HEINEMANN EDUCATIONAL BOOKS

The First Reading and Writing Scheme Margaret Hooton. Published jointly with Shepherd-Wahvyn Ltd. This simple but effective programme can be used either for initial teaching of reading and writing at the infant stage, or in a remedial context later. The First Reading and Writing Book £4.95 paperback £1.95. The Practice Book £1.80 per set of 6. The Dictionary £1.80 per set of 6. The Wallcharts £1.00. First Reading and Writing Pack (contains one copy of: The First Reading and Writing Book (paperback), The Practice Book, The Dictionary and The Wallcharts) £3.95.

Drama Guidelines Cadly O'Neill, Alan Lambert, Rosemary Linnell and Janet Warr-Wood. This short, practical book, published in conjunction with London Drama, begins by examining the objectives of drama teaching. There follow seventeen drama lesson outlines at various levels in 'script' form. The book ends with a discussion of the teacher's role. £1.25.

Economics In Action David Charlton and Alox Scott. This exciting new textbook presents basic economic principles in a manner which is comprehensible to school and further education students who are following courses leading to O level and O Grade examinations. £1.95.

Separate and Unequal Cultural Interaction in South Africa Keith Sorrenson. An up-to-date account of the many national/cultural influences and their interaction in South Africa. Wide use is made of source material, and the text is fully illustrated with photographs, cartoons, maps and diagrams in two colours. Studies In Twentieth Century History. £1.20.

Certificate Physical Science A. J. Meo and A. C. E. Jarvis. A two-book course designed for the last two or three years of Physical Science courses to 'O' Level. The book comprises a structured approach which progresses through successive levels of difficulty from elementary to 'O' Level standard. Book 1 now available £1.80. Book 2 forthcoming £1.50.

Food for Today 1: Vegetables Margaret Cullen. A combined recipe and topic book which covers the requirements of CSE and GCE 'O' Level syllabuses as well as the needs of non-examination students. Topics covered include information on production, processing, purchasing, cooking and food value. Volume 2, Fish £1.50 available June.

Heinemann Educational Books 48 Charles Street, London W1X 8AH.

The Manding of West Africa

Schools Council Integrated Studies The Manding of West Africa is the only project for secondary schools which provides detailed information on the lives of the Manding peoples of West Africa. The material concentrates on activities of central importance to most cultures: village life, agriculture, economy, the arts, religion. The layout is clear and attractive with numerous illustrations, and the format is ideal for group or project work. The pack includes a section on Alax Haley, the author of the successful book Roots. On the accompanying tape, he relates some of his experiences in his search for his ancestor's among the Mandinka people.

Pack containing 5 copies of each of 10 sheets. 019 913218 6 £8.00. Set of 24 slides. 019 840268 6 £5.00 + VAT. Top track tape (cassettes available to order) 019 840269 4 £5.00 + VAT.

Oxford University Press, Education Department, Walton Street, Oxford OX2 6DP.

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Nelson logo and address information at the bottom left.

Cut a fine figure

Helen Stanley on dressmaking and embroidery

Metric Pattern Cutting on Dressmaking and Embroidery. By Winifred Aldrich. Mills and Boon £9.95. 0 263 06119 1.

Although a number of books have been written about pattern cutting, and this book has little new to add to what has already been covered in well known standard works on the subject, the book has much to recommend it to the new reader. Using metric measurements throughout, it covers a large area of pattern cutting, is beautifully illustrated and well produced on good quality paper; it is enjoyable to look at and to handle when its attractively designed wipeable yellow cover, clear diagrams and fashion sketches.

In her introduction Winifred Aldrich states that her book "is written for beginners, students who are starting practical pattern cutting as part of a course."

She must establish the basic principles and techniques which the student will apply and use again and again for the more complicated processes of pattern making. In this book, by attempting to cover too wide a field, the author has given insufficient time to, for example, the techniques that can be used to move bust darts from one position to another, the manner in which the darts are closed and incorporated into seams, nor has she made it adequately clear to the student by word and connected diagram, in what way exactly and by how much approximately pattern pieces are, and can be "cut and spread".

With reference to the second part of the author's statements, "as part of a course..." this can be a valuable book for the teacher and the more experienced student if used in conjunction with practical class tuition in schools, colleges and adult institutes where it will serve as a stimulus for students and the great number of styles covered. The contents include: the drafting of basic and individual blocks, skirts, trousers, bodices, sleeves, dresses, collars, blouses, blouses, coats and jackets and a small section on quilting. The addition of the British Standard and the continental system of size coding is most useful.

Embroidery and Colour. By Constance Howard. Batsford £5.50. 7134 3125 3.

"No colour is seen in isolation, every colour is relative to those around it and is affected to a greater or lesser degree by them", says Constance Howard.

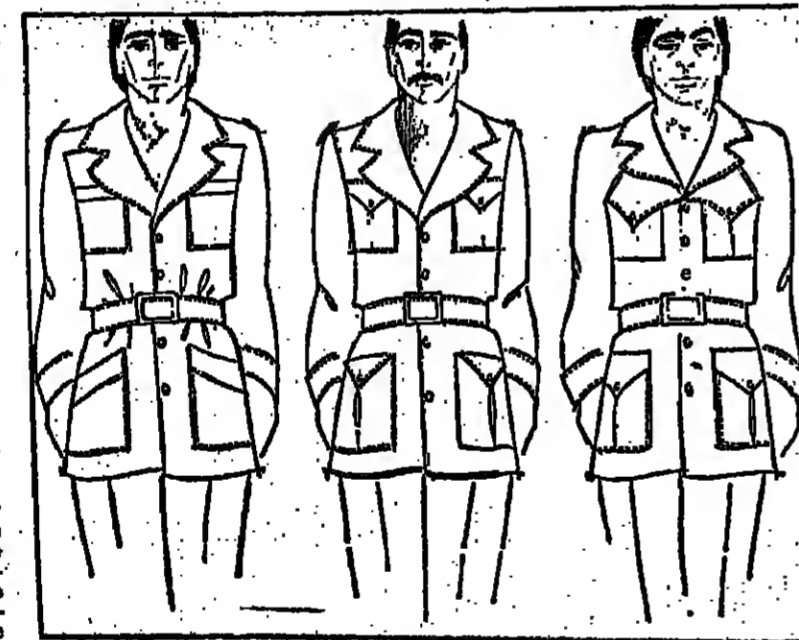
Embroidery, more than any other medium, is probably the best one through which colour effects can be demonstrated. By choosing one colour and adding others from a large selection of fabrics and by gathering, overlaying and padding these fabrics, the relative intensity of colour is affected; just as by the

choice of dill, or perhaps glinting coloured threads and the use of a variety of stitches, the resultant surface texture will change the colour by its varying light absorbency. Constance Howard concentrates on the essentially practical aspects which have been found helpful by her many students. She provides expert guidance in sections on colour and symbol, colour and environment, colour observation, colour and embroidery, colour mixing, colour principles and using colour, with the aid of 63 excellent colour plates, 42 drawings and 80 photographs. The book includes a detailed bibliography for readers who require more advanced knowledge in colour theory, a list of suppliers in Great Britain and an excellent index.

Just Sew. By Dora Stackell. Blackie £1.75. 216 90094 8

This book will certainly stimulate the home dressmaker and make her "bring out her needle and comb", the author's drawings are delightful, the instructions are concise, and the diagrams for the patterns look so easy. However, unless one is experienced in the making of simple garments, it may all be more difficult than it appears. The cutting of the neck—made roughly shaped "armhole" facings for the jerkin for example, is very much left to the better judgment of the dressmaker-render. More detailed working end pattern diagrams would have been welcome.

The garments and accessories are all of fashionable design, easily adapted and interchangeable for a variety of occasions. There is a pineapple dress, wrapover skirt and a jerkin, a tube line dress and a scarf, a leather carry-all and a man's



A drawing from "Drawing and Designing Menswear".

walcoat, a fisherman's smock, tabard and a party dress, as well as numerous quick trim scarves and beach wear.

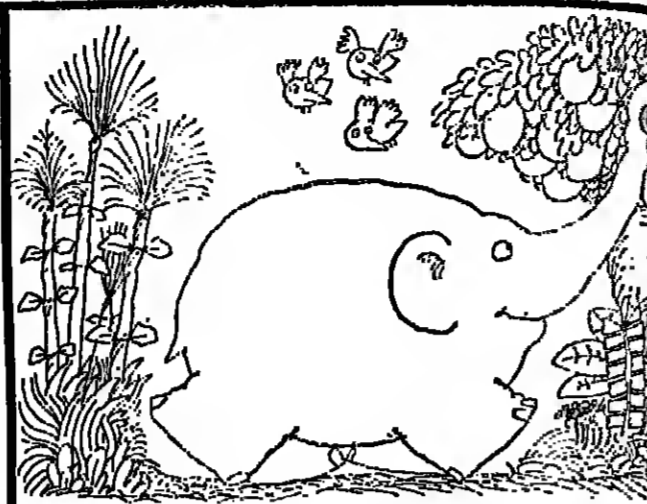
The book uses imperial measurements but has a conversion chart at the end.

Drawing and Designing Menswear. By Patrick John Ireland. Batsford £3.95. 7134 3227 6. £2.95. 7134 3228 4.

This book is a welcome departure from the author's other three successful books on women's fashion design. Interest in men's clothes has greatly increased with a demand for garments of better and more varied design. The training of designers for menswear in colleges has therefore become a matter of importance, and more good and up-to-date books on the subject are required.

Patrick Ireland explains that a designer must be able to express his ideas on paper. He believes that with practice, and by experimenting with the techniques illustrated, the student designer will learn to develop his own style of drawing and improve his speed. To achieve these aims, the author is planning for the student a number of stages that lead to the desired goal: figure drawing, design sketching, drawing faces, hair-styles and hats and pockets, collars and necklines; drawing details, production design drawing, techniques and presentation.

This is admirably carried out in Patrick Ireland's own clear and bold style. 98 beautiful and informative illustrations (some in two-tone colour) accompany the text, and a good and detailed chapter on drawing materials completes this attractively produced book.



"When people call this beast to mind/They marvel more at me than I am." At such a little tid hehnd/So LARGE a trunk before." *Billie*. This is one of the many contributors to "A Book of Elizabethan and Jacobean Verse" compiled by Katie Wolos. All kinds of poems and stories are included, from *Barbar and Dumb* to *the* *Illustrated by David*

Children's literature

Alarms and festivities

Violet for Bonaparte. By Geoffrey Trease. Macmillan £2.95. 333 21186 3.

A Sister for Helen. By Grace Geoghegan. Macmillan £2.60. 233 968172.

Crusy Crossed. By Doris Heffron. Macmillan £2.95. 333 19735 6.

Geoffrey Trease has been writing historical fiction for many years and his books are popular with children. His latest novel, *Violet for Bonaparte*, is the colour of a scene painter. It is set in the year 1815, to express their hope that the exiled emperor will return.

A young Londoner gets caught up in the turmoil of the period when he serves as a valet to an English squire on a European tour. We first see Ben posing as Perseus for an Academician before going to his own work as a scene painter. At the theatre, Napoleon's defeat is depicted by the artist. In the background, any sort of blotch will do for an island. Not for Ben or Geoffrey Trease whose craftsmanship matches his hero's.

This romantic adventure story with its classic elements (smutty old actresses, nobleman's attention, spotted neckerchief) and stock characters (apologetic squire, imperious belle, dauntless American girl) is a melodramatic old vehicle, but it is well assembled and moves at a great pace. Preposterous episodes are linked by a melodramatic but reliable structure of fact; we are told of the previous eruption of Vesuvius in 1794 before Ben rescues his fainting lady from molten lava to a chorus of "Bravissimo" from admiring guides.

The conduct of the aristocrats is unconvincing, especially when Ben lands a manly punch on his master's jaw, but their revenues are realistic enough—coalfields in Durham, sugar estates in Jamaica, fortunes from Bengal. Alarms and festivities are described with equal zest, and the historical research which underpins the plot seems to have given the writer as much pleasure as the Mediterranean landscape which furnishes him with local colour.

Two weeks-old Helen Hamilton first appeared in *The Furry Guy*, which was warmly received on both sides of the Atlantic. Its sequel, *A Sister for Helen*, is a cosy tale of New England schoolgirls in 1815, full of Christmas treats and domestic devotions; popcorn and cinnamon bread crunched against the frosty purity of the Protestant ethic.

Little Lord Fauntleroy. By John Galsworthy. Macmillan £2.60. 233 968172.

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Schools Council History 13-16 Project. New Look at History. £1.40. 71553-4 (ISBN). History Around Us. £3.50. 71554-2 (ISBN). **What is History?** 10 copies for £1.00. Includes 10 copies of the book, 10 copies of the materials, 10 copies of the book, 10 copies of the materials, 10 copies of the book, 10 copies of the materials.

The second of the project's books, *History Around Us*, is intended to help teachers in preparing lessons in which pupils study history by looking at their surroundings and identifying remains of the past. It deals with nine separate themes, from pre-historic Britain, through castles, country houses and churches in industrial archaeology.

It is an impressive work, providing clear and thorough suggestions for the organization of research and fieldwork and for the development of follow-up projects. The illustrations, which include placing the student at sites or remains in a wider historical context, can be used as a better, more useful planning aid for the teacher who wants to take children out of the classroom to study history in situ.

The first of the project's two packages of materials for pupils and teachers, *What is History?* is an unwieldy collection of two leaflets, one wallet, four booklets for pupils, three booklets for teachers, a booklet of notes on the strips, and a cassette guide. The theme of the package is "evidence"—its types, reliability, the ways in which it can be interpreted—and it has been planned as a one-term course.

After its place at the introductory leaflet, children get to work on the contents of the wallet. *The Mystery of Mark Pullen*, complete with wal-

table role which history can play in the education of secondary pupils. There is also a useful commentary on the effect of the "history" as a chronological subject in school on those children who drop the subject at the end of the third year, and are likely to end their study of the past wanting their toes at the Great Fire of London.

The project's alternatives are not altogether convincing, but they should suffice the resolve of those teachers who want to demolish those old hand-me-down syllabuses whose only distinction is their antiquity.

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let, was found unconscious on the A2 near Dover and died shortly after the pupils' job is to evaluate the evidence and the local PCs' reports about Pullen and the manner of his decease. As a classic introduction to the CID school of history, the exercise has a valuable, though limited, attraction.

The *Mystery of Mark Pullen* is better. This led for real; stuffed in a Danish peat bog 2,000 years ago, and with a noose round his neck! And from his corpse it is the *Shorty*, an exercise in the historical detective work on the Sutton Hoo ship burial. Clearly well presented and clearly illustrated—the ship burial with the aid of a filmstrip.

From these exciting and sometimes grimly particular the pupils move to the more general *Looking at Evidence*, from which they should learn to distinguish between primary and secondary sources. The topics on which the exercises are planned are classic: Greece and medieval knights, *Problems of Evidence* then shows the pupils that they should not believe everything they are told, no matter how venerable the source.

The chief problems are those of bias and insufficient evidence from which to draw firm conclusions; the subjects for investigation are Richard III or the murderer of the princes in the Tower and Emily Davison's death at the Derby of 1913. In general, this booklet and its accompanying filmstrip provide a cross-checking and evaluating source material. Its only oddity (and I do not think it pedantic to object to the author's treatment of a source in this context) is a last-act job on the verse of *Richard III*, Act I, Scene I. Shakespeare did not write the "evidence"; the project team ascribe to him; they wrote it, in prose, and with rotten punctuation.

The last booklet, *Asking Questions*, directs pupils in inquiries into people's motives for their actions and into circumstances which limit choice. Here the first exercises are contemporary—why does a young girl decide to train to be a nurse? Why does the head of a history department want to become head of a court? (room for flexibility, but far too little information is given for a pupil to reach any kind of sensible conclusions about motives.)

The booklet ends with the application of the same questions to events in the past—the voyages of discovery in the end of the fifteenth century. It is a disappointing, anti-climactic end to a package which opened brightly and hot, on the whole, much to offer.

The second package, *Medicine Through Time*, is planned as a one-term course to form part of a GCSE syllabus developed by the project team. It comprises two booklets, three booklets for pupils, two filmstrips and a booklet of notes, a cassette, and a teacher's guide. Although questions are addressed directly to the learner in the booklets for pupils, the more exciting and interesting activities are suggested in the teacher's guide.

The introductory broadsheet, *Accident*, tells the story, in pictures, of a young boy, from his birth, through the story of his life, to his death. It is a story of a boy who was born in 1913, in the Tower and Emily Davison's death at the Derby of 1913. In general, this booklet and its accompanying filmstrip provide a cross-checking and evaluating source material. Its only oddity (and I do not think it pedantic to object to the author's treatment of a source in this context) is a last-act job on the verse of *Richard III*, Act I, Scene I. Shakespeare did not write the "evidence"; the project team ascribe to him; they wrote it, in prose, and with rotten punctuation.

stand the evidence left by prehistoric peoples), and then through Egyptian and Greek medicine to the Romans and their concern for public health.

The second booklet, *The Beginning of Change*, covers medicine in the Middle Ages before Vesalius, Paré and Harvey burst through the gloom of superstition and tradition. The linked tape-filmstrip sequence on "Vesalius, founder of modern anatomy" gives a clear account of his achievement and the opposition it aroused.

Harvey's work on the circulation of the blood was virtually complete by 1628. Sixty years later Chamberlain was helped to his death by the flooding microtubules of Harvey's old pal, Charles Scarborough. This booklet is particularly clear in its description of how medical discovery made little impression on the general practice of the times.

In *The Medical Revolution* the authors link the story of medicine up to date in three parts—the battle against infectious disease, the revolution in surgery, and the development of public health in Britain. Despite the need to cease a great deal into 77 pages of text and illustration, there is space for one-act plays. The booklet ends with a short description of the foundation of the NHS and a glance at the looming problem to world population figures. There is also a brief to be of much use to either pupil or teacher. Throughout the booklets the authors rightly emphasize the importance of exogenous factors in stimulating or inhibiting changes in medicine.

There is an urgent case for us all to ask why we do not allocate (and have not allocated over the past decade) sufficient resources to the Health Service. To prevent Vesalius's opponents as obstinate reactionaries, you do not end up encouraging children to feel comfortable about our present condition.

The world in proportion
A map devised by Dr Arno Peters shows the world in its true perspective. Unlike the Mercator projection on which most maps are based and which shows countries in the wrong proportion to each other, Dr Arno's map gives, for instance, the correct size of Greenland in relation to China. Australia appears to be larger than China whereas it is only a quarter of the size. A full-colour wall map (33 in x 46 in) based on the Peters projection is available from John Murray, Information Unit, Christian Aid, PO Box No 1, London, SW9 8BL. It costs £2 but orders of 20 copies or more are available at a 25 per cent discount.

Confused identity
Mr. John Lewis, author of some recent reviews of science equipment on these pages (December 3, 1976/March 25, 1977), is Director of the UDF Resource Centre. Mr. John Lewis, who is chairman of The Association for Science Education, has also contributed to the TES.

Some confusion, it seems, has arisen from the similarity of the by-lines on his respective pieces. Needless to say, neither is responsible for what the other writes.

Guardians of an architectural heritage

Bryan Waites

Architectural Heritage Year (1979) was to draw attention to the problems and possibilities in conserving this heritage and, even more particularly, of educating our people to appreciate it.

Despite the impetus of this splendid year the physical evidence for the history of the British people is being destroyed on an immense scale, at an increasing pace and often without record. Both in landscape and townscape the need for conservation is urgent.

The approach would be suitable with vital forms and further education groups. It requires certain criteria with which to assess the quality of buildings which have been proved or converted in, on the whole, good. The buildings range from the Martello tower in Portsmouth Dockyard and from the Old Waterworks, Perth, to New Scotland Yard.

Many of the buildings in Part 2 have been converted for use as museums, craft centres, theatres, hotels and information centres. As well as providing a living embodiment of the spirit of their age they perform a vital function in architectural education and environmental awareness.

The production is of excellent quality all through and the choice of buildings which have been proved or converted in, on the whole, good. The buildings range from the Martello tower in Portsmouth Dockyard and from the Old Waterworks, Perth, to New Scotland Yard.

Many of the buildings in Part 2 have been converted for use as museums, craft centres, theatres, hotels and information centres. As well as providing a living embodiment of the spirit of their age they perform a vital function in architectural education and environmental awareness.

It is fitting, therefore, that this comprehensive package has become available as an extension of a series of architectural education materials. Its attractiveness is enhanced by its versatility. Each filmstrip contains more than 40 frames in colour with captions from a detailed booklet and additional information from tape cassettes.

The grouping of photographs within each filmstrip has succeeded in providing a unified view of such buildings as St Katharine's Dock, London, Sussex Place and Snappo. A complete picture is obtained through interior shots, old prints and occasional plans.

Guide books to the past

On location: monasteries. By Henry Pluckrose. Mills and Boon £1.50. 263 05990 1. 90p 5966.

Monasteries—It is not until you reach the second tide-page that you discover the "and cathedrals" is a fascinating and informative book. How the complex medieval pattern of monasticism developed from the early hermits, who the drainage system was like, who—the officials were and what was the daily routine—all are conveyed with the same plains knowledgeability.

Discovering the Ancient Past. By Michael Gibson. Macdonald Educational £2.95. 0 358 05171 4.

My only real criticism is the neglect of nuns and nunneries, since the title is used in a general sense. After saying in the second chapter "It is important to remember that women as well as men were living in religious communities", Mr Pluckrose scarcely mentions nuns again. But as a book to be in your hand as you walk round a cathedral or tramp a bleak Yorkshire ruin, it will prove a useful eye-opener, and attention-director.

Discovering the Ancient Past. By Michael Gibson. Macdonald Educational £2.95. 0 358 05171 4.

How does one introduce history to young children? The "A" series recently published by Macdonald Educational on the classical civilisations, drawing on literary sources and the Old Stone Age, with a touch of speculation. With the increase of archaeological activity in the past few years, the ancient past has become available, and history is being written more in the terms of archaeology.

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Putting the life back into countryside studies

by Derrick Golland

Countryside studies are a more embracing facet of environmental education than the old-fashioned rural studies...

things so effective that he has to desire to seek out the original. Pupils studying animals in the countryside expect to see an extensive array of wildlife during the course of their study visits.

Countryside to remain largely unadorned and the subject studied is left in situ for others to see. In recording animal tracks, however, the use of plaster casts is unsurpassed.

With plaster of paris—building plaster is too coarse—the child can locate a trail and from this choose a clear track. With a ring of card to contain the plaster, the negative impression is quickly made.

Back in the classroom, casts can be painted, labelled and completed with details of other observations made in the field. Useful additions can be made with the help of pupils' notes—for example, the east of a dog's track is a valuable aid to identifying the confusingly similar fox foot print.

Similarly, when engaging in the study of a film, the quantity of material available usually exceeds demand, both in extent and depth.

Many timber samples can be obtained as a result of routine maintenance. Trees in urban areas frequently outgrow their allotted

plot and are felled, rural hedgehogs and spinnies are grubbed-out, or storm damage makes older trees unsafe.

Two words of warning, however, children must be made aware of the dangers involved in tree felling operations and discouraged from making "collections" without adult supervision.

A collection of timber samples is a good example of resource material that may be jointly used for reference by teacher and pupil. What then of resource material primarily for the teacher? If pupil prepared resources are to be advocated, it follows that the teacher must have adequate material on hand to verify this work.

To avoid continual recourse to a field guide it is useful if the teacher compiles detailed information on the key trees in his study area to which he can refer. A card file linked to a map is adequate for recording the salient features of each tree together with photographs taken in other seasons.

As with most resources, a timber sample takes time to collect, but a visit to a saw mill is an ideal starting point. Small yards with close links to local woodland are most likely to yield a supply of native hardwood samples.

Tables of crop rotations and yields can be prepared from information obtained as can fact sheets on the specific agricultural methods appropriate to the farm in question.



Source which can be dated.

On the other hand, if changing pattern of use, essential reference must include a range of aerial photographs. The invaluable material is interpreted for the children, encouraged to prepare maps and diagrams depicting a whole new world.

Other sources of maps of the locality, this returns, Enclosed rail and canal buildings, maps, all can be brought to the classroom for use as a resource.

A resource bank set up in the classroom for the pupil, but it is remembered that present material is no more than to pupils' understanding of primary resources. Use of good material is structured and classroom work is stimulated.



Minority languages

Peter Proger

The education committee of the London Borough of Waltham Forest has formed a sub-committee to monitor GCE and CSB results. Heads have to appear before the committee to answer questions on their schools.

As we are an EPA school we were naturally concerned about the committee's reaction to our results. In my subject, which is considered academic, the results were appalling.

On the question whether the students wished to study their mother tongue to examination standard, 89 wrote "yes", only 16 wrote "no". We asked them to add comments if they wished.

Peter Proger is head of the Modern Languages Department, Leyton Boys' High School, London.

One school leaver wrote: "Rather late to ask us now, isn't it?" Another wrote: "It would be useful for people who cannot understand English, for they would at least have a chance of passing an 'O' level."

In view of the obvious need to teach at least the major languages spoken by our pupils, I sent a memorandum to my board of governors, suggesting employment of peripatetic teachers throughout the borough. I listed the following benefits:

- The number of foreign language passes would increase significantly.
As O level includes translation into English, their standard of English will improve.
This will have a positive effect on all subjects.
It could mean that many pupils whom we now class as slow learners will no longer remain so.

The parents of these pupils will welcome this as a way of maintaining links with their own culture. It would lessen conflict between parents and children, school and home, and would help contacts between those who speak different languages.

By fostering the pupils' own culture it will increase their self-respect, and make it easier for them to integrate into British society. It would prevent a state of affairs which certain politicians fear might turn our urban areas into alien and rootless conglomerations.

It would be a step towards a multi-racial curriculum in a multi-racial school. The school is situated in the centre of Granby Street—a mile or so long—on both sides of which there are shops with names above. There are several small streets off Granby Street, and they are alive with people. At one end, blocks of shops and houses have been demolished, and are being replaced by new houses. The shops are owned by members of both the majority and minority groups.

John Lytle, political adviser to Shirley Williams, wondered in a recent speech whether educational resources were being fairly distributed to deprived children from minority groups. There is evidence to show they are not. Resources are wasted by teaching these children subjects for which a good knowledge of English is required. The position of black children is even more difficult than that of non-English speaking children, because their mother tongue is not a recognized language.

By not teaching the major ethnic languages like Punjabi, Gujarati, Hindi, and Greek, we are ignoring the wishes of the minority population, and creating educational problems in our schools by labelling these children as disadvantaged.



Multi-racial riches

Nawab Khan

This project was carried out with 10-year-old children in Granby CP Junior mixed school over the Autumn and Spring terms. The time allocated was one and a half hours a week. The school is multi-racial, and almost all the minority children are locally born.

The area which the school serves is cosmopolitan. Apart from the local white inhabitants, there are Asians, Arabs, Afro-Caribbeans, Chinese and people of other origins. The school is situated in the centre of Granby Street—a mile or so long—on both sides of which there are shops with names above. There are several small streets off Granby Street, and they are alive with people. At one end, blocks of shops and houses have been demolished, and are being replaced by new houses. The shops are owned by members of both the majority and minority groups.

The objectives of the project were to:
Make the children aware of the environment in which they are living, and widen their understanding of it and of the people living in it.
Lead them to awareness of the multi-racial nature of the area and the contributions the inhabitants of the street are making to its development.
Enable them to see the real and potential richness of a multi-racial society.

The children were given an outline map of the area and asked to complete it and add details. This revealed how much awareness they had of the area, and resulted in a number of talking points—what went in the gaps the children could not fill; why some places appeared more "important" than others; why they could not fill this

places they remembered. Visits to Granby Street were made with views on the maps. Filling in the gaps on the maps. Surveying the shops and discovering what they sell and where it comes from; who owns them; who the customers are.

Talking to the people from various racial groups in a discover; why they moved to Granby Street; where they moved from; what their religion, food and language and other values were.

These visits opened up areas of inquiry which were explored in depth. The children looked at the imported vegetables and considered why they were not grown here. They talked to the owners of the shops—both majority and minority people—and asked questions about the reasons for their coming to Granby Street.

The food, religion and languages of the minority people aroused great interest, and these areas were investigated in subsequent lessons. Subjects such as history, geography, religious education were integrated. In art and craft, they produced some good work by painting and collage about the street and people.

Some members from the ethnic minorities were invited to talk to the children about their religion and culture, and discuss reasons why they came to Liverpool. The work was supplemented by books, maps, posters and directories. The children were as motivated as the staff of the project as at the beginning. The reasons for this were: the work was meaningful, in that it was about the place they lived in; subjects were integrated; everything made sense, as it was related to their experiences in the street.

There was an improved appreciation of the variety of life in Granby Street. For example, a sign in Urdu stimulated an interesting discussion on this language. The children tried to learn to write their names in Urdu, and realised that it was an advantage to be able to

speak more than one language. This was also the case with the imported vegetables—we brought some aubergines, okra, green chillies, garlic in the classroom for the children to look at. They drew pictures of the vegetables.

They were able to see the similarities in different faiths, and to understand how different religions work toward achieving the same goal. A Hindu teacher who spoke to them about Hinduism translated into English the following Hindu philosophy of God, and the children sang it several times, and copied it:

You are my father,
You are my mother,
You are my friend,
You are my brother,
You are my knowledge, you are my wealth,
You are my everything, oh, Lord of Lords.

The idea of movement was excellently brought home to them by some members from the ethnic minorities who had travelled almost all over the world. They were encouraged to find out why movement is easier now, from where their parents came, and for what reasons.

By visiting to the shops, meeting the people and listening to the speakers from minority groups, the children were able to appreciate how everyone was contributing to the development of the area, and to the richness of life in it. They were able to examine things which were completely foreign to them before. They could see how many of the "foreign" dishes have become part of the local culinary scene. The richness added to local culture by the minority cultures was found to be of outstanding interest.

The project has opened up vast areas for discovery in every subject, and shows how all the classroom activities can be permeated with multi-cultural values, and how this can generate tremendous interest in the children.

Nawab Khan is teacher adviser for multi-racial education, Crown Street Centre for English as a Second Language, Liverpool.

In-service drama

Chris Havell

Following an ILEA pilot scheme, the first institution to offer the Drama Board's new diploma in Drama in Education was Havering Technical College in 1975. The diploma is an advanced two-year part-time course for experienced drama teachers in infant, junior and secondary education, and eductory staffs.

This setting up of this course involved negotiations between the college and the drama board, and most important, the region's drama advisers who have played a crucial role in assisting the course tutor in its development. The course involves attendance two nights each week with sessions of teaching creative drama are dealt with at a theoretical and practical level. This is followed by the course tutor

working with the teachers in their schools. The fact that it is based in a technical college has offered opportunities for the students to teach adults and the 16 to 19 age range who are attending courses at the college.

The diploma is equivalent to a one-year period of second year. The long period enables you to chart your own development and changes in thinking so that, when the courses finish, you can continue to bring about changes in your teaching, because you understand the process you need to go through in your final year. She also underlines the advantages of study, part-time. "I've experienced with many new approaches in my teaching, because I've known that I can discuss the problems that have occurred with teachers who are also experiencing."

A group of teachers working together over two years opens up exciting horizons. "The certificate course opens up possibilities for creative drama, and the diploma course clarifies the thinking behind these ideas", says Dave Groom, a member of Barkings

drama advisory team. This seems to be the essential difference between the certificate and diploma levels, and indicates the different nature of the expertise obtained.

Carol Davis, also in Barkings team, explains the advanced nature of the course in these terms: "The diploma course has enabled me to see and understand my teaching in a much wider context."

The course should not be seen purely as building on existing classroom skills. Opportunities are available to extend expertise with different age groups. "Working with children in a nursery school has thrown light not only on the principles of drama in education, but also on the principles of education as a whole", Paul Kascaman, from the Redbridge drama team, says.

The qualifications offered by the Drama Board appeal to a wide range of teachers, not purely the drama specialist, as they have their core concern for innovation in education.

Chris Havell is Course Tutor for the Diploma in Drama in Education, Havering Technical College.



Beware tree-felling operations

English document, both in appearance and content, that it supplants the word itself. The text becomes so absorbing that the pupil fails to observe the surroundings, illustrating



From "It's Only Fair"

There are three new additions to Longman's Thinkers, which use the teenage comic format to put over controversial issues. "It's only fair" describes the problems facing a teenage girl who nearly loses her boy friend when she decides to take up a career in catering.

"If I'll never be the same" portrays a young couple who are faced with the responsibility of their first child; and "It's your round" concerns a group of teenagers who break the "golden rule": "Don't drink and drive".

The strips, which are aimed at the less academic 14 to 16-year-olds, are accompanied by several pages of teachers' notes. These give relevant statistics and other facts relating to each strip. They also suggest topics for discussion and project work; possibilities for role play as well as practical ways in which the strips can be used. Information from Chris Walsh, Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex.

Animal farm

As well as running a schools education visit scheme, Drusillas Zoo Park, at Alfriston, Sussex, has now produced two work packs. These contain notes for teachers, information on the animals and suggestions for wider research into environmental issues. The packs are aimed at the infant-junior and junior-middle school children and include illustrated work sheets and a useful bibliography of animal and nature books.

The packs are sent free in schools that want to visit the park. Teachers can get order forms from Michael Aplin, zoo director, Drusillas Zoo Park, Alfriston, Sussex.

Cryogenerator

A compact, lightweight cryogenerator which is able to produce ten-pairures down to 80° within 15 minutes has been introduced by Pve Union Ltd.

The new unit, designated the Philips Type MC 80 Mini-Cooler, measures 38 centimetres high and weighs 15 kilograms. Originally designed for military applications, this commercial model can be used for a variety of laboratory and educational experiments and demonstrations such as "Infrared and ultra-violet light", "Infrared cell-structure and the study of condensation and the study of condensation". For further information write to Tony Goodall, Pve Union, Cambridge.

Plans for planners

For administrators of academic courses and industrial training schemes, who are planning the academic rather than the calendar year there is now available a new well-thought-out Academic Yearplanner. This is a rigid well chart which presents the 12-month period from August 1977 to July 1978 on a 36in by 24in surface.

In the case of schools and training establishments, events such as examinations, periods and holidays can be highlighted by the use of colour-coded, self-adhesive symbols and tapes which are included with the Yearplanner. The layout also allows sufficient space to write in details of each day's commitments.

The mounted version costs £5.45; unmounted £3.15. Sisco Ltd, Saxe House, 27 Hastings Road, Bromley, Kent.

Do-it-yourself typing

For those who would like to learn to type on a cassette, Smith Corona has produced a new day-to-day typing course on cassettes. With the aid of tape cassettes and an illustrated textbook, the student can learn to touch-type in his own time. The two cassettes provide an hour's practice work for each day and the whole course costs £9.50.

SCM (United Kingdom Ltd) SCM House, North Circular Road, Stonebridge Park, London, NW10 7SS.

Correction

In our issue of May 6 two pictures on page 17 were wrongly captioned. The heart model captioned "Model 84" was in fact the SAM 84 which is slightly larger than the SAM 84 and in which the main arteries and veins are shown in greater detail. The model was used by the author in a completely different way than that described in the article.

Police news



A well illustrated pack called "The Story of Our Police" which explains how law and order has developed from Anglo Saxon times up to 1856 was produced by the police department of the Home Office.

The pack describes the predecessors of our modern police, such as the night watchmen or "Charlies" who were meant to guard the streets in the seventeenth and eighteenth centuries but were often too "old or weak to be effective. It also mentions the River police and the Bow Street Patrol, whose chief task was to get rid of the highwaymen.

The Outsider revisited

by David Sell

The Outsider, Twenty Years On, by Colin Wilson, published by Secker and Warburg, 218 Sussex Gardens, W2 3UD, Obtainable from Asham Ltd, Yeovil, Somerset, BA22 9JH, Berkshire, £2.95 plus postage.

Colin Wilson's classic study, "The Outsider", Twenty Years On, is a book which is primarily intended for students.

The Outsider was a praise to non-conformity in a time of conformity and a warning to the young to be different. It is a book which is still relevant today. It is a book which is still relevant today. It is a book which is still relevant today.

An addition to the pack, due but in September, will continue the history of the police from 1856 to the present day. The pack, which is aimed at primary and middle school children. Those interested should contact the Police Department, Home Office, Queen Anne's Gate, London, SW1.

Number of students who speak or read and write other languages better than, as well as, or less well than, English

Table with columns: Language, Speak, Read and write, Total. Rows include Bengali, Urdu, Gujarati, Hindi, Punjabi, etc.

These figures do not give an overall total of students speaking a language other than English, since many speak more than one other language.

Number in whose home English and a second language are read: 64. In whose home only a language other than English is read: 51. In whose home newspapers in languages other than English are read: 83. Who speak at least one other language as well as or better than English: 186. Who speak another language, but not as well as English: 32.

Number who read and write at least one other language as well as or better than English: 59. Who read and write another language, but not as well as English: 45. Total: 84. Forty students received instruction outside school in the following languages: Urdu: 12; Punjabi: 1; Arabic: 22; Gujarati: 3; Greek: 3; Spanish: 2; Turkish: 1; Russian: 1.

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Nursery Education

Headships

EAST SUSSEX COUNTY COUNCIL
HOVE JUNIOR SCHOOL
 Headship vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

Deputy Headships

Senior Masters/Mistresses

EAST SUSSEX COUNTY COUNCIL
HOVE JUNIOR SCHOOL
 Deputy Headship vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

Other Appointments

BARNET

BARNET
 Headship vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

Deputy Headships

Senior Masters/Mistresses

BARNET
 Deputy Headship vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

Primary Education

Headships

AVON COUNTY COUNCIL
AVON COUNTY V.A. INFANTS' SCHOOL
 Headship vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

Deputy Headships

Senior Masters/Mistresses

AVON COUNTY COUNCIL
 Deputy Headship vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

NEWHAM

Language Adviser

NEWHAM
 Language Adviser position vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

Deputy Headships

Senior Masters/Mistresses

NEWHAM
 Deputy Headship vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

BUCKINGHAMSHIRE COUNTY COUNCIL

Headships

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 Headship vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

Deputy Headships

Senior Masters/Mistresses

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EAST SUSSEX COUNTY COUNCIL

Headships

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Deputy Headships

Senior Masters/Mistresses

EAST SUSSEX COUNTY COUNCIL
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WILTSHIRE

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LUCY WANTS NEW LANGUAGE ADVISER

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 Position vacant from 1977. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time. The successful candidate will be responsible for the Nursery Unit which caters for 20 children who attend part time.

AVON COUNTY COUNCIL

Headships

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Deputy Headships

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DURHAM COUNTY COUNCIL

Headships

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Deputy Headships

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Inner London Education Authority

For teaching posts in Inner London
 See pages 64 & 65

Classified Advertisements

The charge for advertising in all classifications is 60p per line (minimum 3 lines). Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £7.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Mercury will be published in the following Friday's issue subject to availability of space. The Advertising Manager, The Times Educational Supplement, News Printing House, Square, Gray's Inn Road, London WC1R 5EJ.

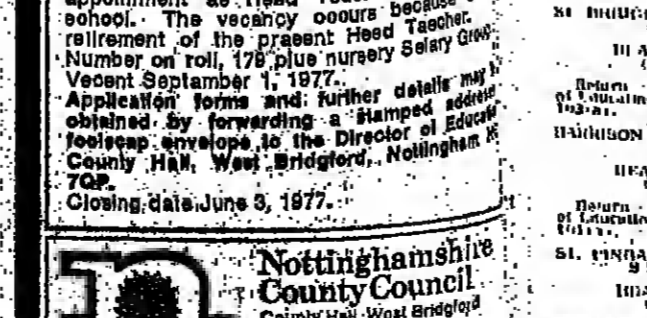
Education Committee

APPOINTMENT OF HEADTEACHERS

ST. MARY'S C.E. (Controlled) PRIMARY SCHOOL
 Ragdale Road, Bulwell, Nottingham
 Qualified teachers are invited to apply for appointment as Head Teacher of the school. The vacancy is created by the retirement of the present Head Teacher outside the County.
 Number on roll 293

BOURNE INFANT SCHOOL

BOURNE INFANT SCHOOL
 Bailey Road, Newark, Nottinghamshire
 Qualified teachers are invited to apply for appointment as Head Teacher of the school. The vacancy occurs because of the retirement of the present Head Teacher. Vacant September 1, 1977.
 Number on roll, 178 plus nursery School Group.
 Application forms and further details may be obtained by forwarding a stamped address envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.
 Closing date June 8, 1977.



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LIVERPOOL

Headships

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County of Cleveland

PRIMARY SCHOOLS

DEPUTY HEAD TEACHER (Group 4)
 WEST OYKE INFANT SCHOOL, Corporation Road, Redcar, Cleveland, TS10 1EW.
 Required for January, 1978, or earlier if possible, a suitably qualified and experienced teacher. The vacancy arises in the middle infant area - interest and ability in music most welcome.

County of Cleveland

PRIMARY SCHOOLS

DEPUTY HEAD TEACHER (Group 3)
 MILL LANE JUNIOR SCHOOL, Dovecot Street, Stockton, Cleveland, TS18 1HG.
 Required for January, 1978, or earlier if possible, a suitably qualified and experienced teacher. The post qualifies for an additional allowance in this area of Social Priority.

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SECONDARY Deputy Headships continued

HEARTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

TAMWISIDE METROPOLITAN BOROUGH EDUCATION DEPARTMENT

WILTSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

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NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

KENT County Council Education Department

DARTFORD DIVISION Dartford Grammar School for Boys (Group 1) Founded 1576

Head Teacher

Head Southend Area WESTBOROUGH COUNTY HIGH SCHOOL FOR GIRLS

Head Redbridge FAIRFIELD SCHOOL

Westcliff High School for Boys Kenilworth Gardens, Westcliff-on-Sea Group XI Deputy Head

Essex County Council

Remedial Posts

Heads of Department

Scale 1 Posts

Scale 2 and above

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WALSALL METROPOLITAN BOROUGH Education Committee

Required in September, 1977 teachers for the following posts: SECONDARY SCHOOLS

MIDDLE SCHOOL Blackwood Middle School Blackwood Road, Walsall

SPECIAL SCHOOLS St. Margaret's Hospital Special School

Primary Sheffield Infant School

Primary T.P. Riley Comprehensive School

CITY OF COVENTRY

Required Autumn Term ASSISTANT TEACHERS AT BINLEY PARK MIXED COMPREHENSIVE SCHOOL

ERNESTOR GRANGE SCHOOL AND COMMUNITY COLLEGE

STOKE PARK MIXED COMPREHENSIVE SCHOOL

PRESIDENT KENNEDY MIXED COMPREHENSIVE SCHOOL

BISHOP ULLATHORNE R.C. MIXED COMPREHENSIVE SCHOOL

ESSEX ST. MARK'S R.C. COMPREHENSIVE SCHOOL

HAMPSHIRE ALDERSHOTT COMPREHENSIVE SCHOOL

HAVERING EDUCATION DEPARTMENT

HEREFORD AND WORCESTER COUNTY COUNCIL

HEREFORD AND WORCESTER COUNTY COUNCIL

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HEREFORD AND WORCESTER COUNTY COUNCIL

SECONDARY Mathematics continued

LEICESTERSHIRE TRAINING (HPP) SCHOOL, AND LEICESTERSHIRE MATHEMATICS... LEICESTERSHIRE MATHEMATICS Scale 2 training... Further details from the head of the school...

NORTHAMPTONSHIRE NORTHAMPTON SCHOOL, 1011 Hilling Road, Northampton... Applications are invited from pupils aged 11-13...

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications are invited from pupils aged 11-13...

CITY OF SALFORD EDUCATION COMMITTEE... Applications are invited from pupils aged 11-13...

SANDWELL EDUCATION COMMITTEE... Applications are invited from pupils aged 11-13...

BEARINGS EDUCATION COMMITTEE... Applications are invited from pupils aged 11-13...

SUNDERLAND EDUCATION COMMITTEE... Applications are invited from pupils aged 11-13...

BERKSHIRE EDUCATION COMMITTEE... Applications are invited from pupils aged 11-13...

BRADFORD (City of) EDUCATION COMMITTEE... Applications are invited from pupils aged 11-13...

Scale 1 Posts AVON COUNTY EDUCATION COMMITTEE... Applications are invited from pupils aged 11-13...

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EXTRA

Art, craft and design



B. Kenworthy looks forward to future developments in craft design and technology with

An air of optimism

an article written for a previous issue of the magazine... The rationalization of teacher training has brought about several changes... The value of the subject area has now been recognized... The subject area has now been recognized as a vital part of the curriculum...

Technology must become the servant of art education. Chris Rhodes offers a new dialogue between suppliers and teachers

Partners or protagonists?

Maoh is made of educational partnership between advisers and teachers, education and employers, the careers service and schools... The value of the subject area has now been recognized as a vital part of the curriculum... The subject area has now been recognized as a vital part of the curriculum...



Advertisement for The Fulham Pottery Ltd. Text: 'Everything for the Pottery Teacher and Student. We have a considerable range of equipment & materials in stock at our Fulham & Tonbridge (Kent) showroom... Gold Clay Pottery Work Cards. The perfect introduction to clay craft... The Fulham Pottery Ltd. Department B4 210 New Kings Road, London SW6 4NY'

Vertical text on the left margin: 'The Fulham Pottery Ltd'

Continued overleaf

Strategy in the studio

Reto Rossetti plans a workshop of creative invention

In planning an art studio or design room we may be starting with unexamined assumptions that we are not conscious of, and our pattern of planning will reflect these constraints while appearing to be straightforward.

To clear the air I shall drag some of these assumptions into the open, using the dubious device of a few Aunt Sallies to make my points.

There are some techniques children have to learn before they can carry out new crafts.

This is the cart before the horse. Technique arises from the urge for expression, not the other way round.

A mechanical exercise for its own sake may never occur in its place in teaching or in education.

Are there any traditional techniques?

Each traditional technique was once the answer to a problem. If you give the problem first, then the answer will make sense, the student will use it positively and freely and may even find another answer for himself.

Things must be learnt in a certain order.

This, at least, is a dictate of convenience for the teacher, and something may be said for it on that score. But few subjects if any, are hierarchical, and certainly art is not. One can start anywhere and go anywhere from there.

An art studio will have a range of skills: painting, photography, printmaking, ceramics and sculpture for instance, with specialized studios. Won't that decide the art plan?

Hardly. Any artist has his talents, but it still needs a strategy. In education this means a syllabus, a statement of intention that can be realized in different ways. Basically it depends on distinguishing between the aim of a lesson and the form it takes.

For example, your aim is to develop a sense of colour, you may

do it with paint, collage, a camera, or colour jellies and a couple of projectors. To explore shape one may work in pottery and terracotta, sculpture and construction, or look at nature or down a microscope.

This is where the art head comes in as strategist. He is responsible for the experimental content of what children do. A schedule merely stating what is done is no more than a record of work. Used in place of a syllabus, it ties the department's hands for future years. A syllabus keeps one's options open by stating aims rather than means.

But one can't provide for everything? No. You have to choose. You set out your workshops, equipment and materials in laboratory style with labels and notices, and always include some unexplained items and junk. Then a student walking in will have the pleasant feeling he can work there, explore,

know what does what, pursue his curiosity and know he can get help if he wants it.

And avoid jargon where you can. Technical terms usually describe common ideas. Collage is sticking one material to another. We are all familiar with printing in the shape of fingerprints, footprints and tyre-marks, and mobiles in the shape of weathercocks, windmills and even kaleidoscopes.

Once had a primary teacher from Barbados who wanted to do sculpture and was the despair of the sculpture department. She came back in tears. The lecturer told me she was utterly devoid of talent and he did not know where to start.

It turned out he had asked her to design for a carrying in stone, a material she had never handled, then build up a maquette in clay in order to realize it by cutting down in hard stone. I asked her to pick a chunk of stone, then gave her a mallet and chips of stone and "Try lifting it". Within three hours she had produced a carving (see illustration).

Here we see that three-dimensional work can be either a positive or a negative process. With clay one adds, with stone one subtracts. And neither is a step to the other. To approach it as such means climbing over the horse to unlock the garden gate.

But the above example shows much more. It illustrates the principles of attaching and detaching, and most forms of art seem to depend on one or the other. One could therefore lay out an art department in terms of processes that attach, from ink entering in paper down to iron welded to iron, and those that detach, from a candle-wick mark on paper that ink shrinks from, to shadow puppets that make black holes in the lighted screen.

For attaching one has an array of adhesives and fixers: glues, resins, staples, pins, nails, screws, string, wire, solder and so on, with their tools: staplers, pinpushers, sewing machines, hammers, screwdrivers, brazing and welding torches, even magnets. With clear labelling a student will see he can pretty well attach anything to anything, either unaided or with help.

Detaching means removing what is not wanted or having a shape show up as a negative patch as in block-printing where the shape cut is a blank which works in a similar way, or discharge (bleaching), or shadow puppets or photograms which mask out parts from the light. There is great joy in working with negative shapes to such positive results. I need not itemize the means and

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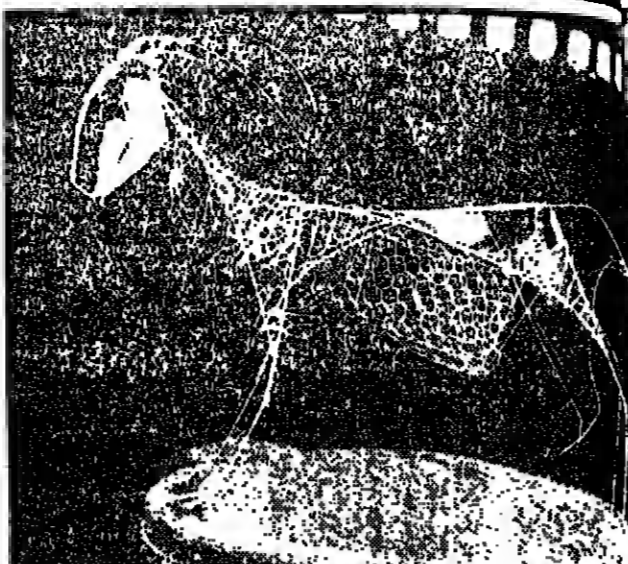
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Carve in stone.

tools of detachment, but solvents should not be forgotten.

If to attaching/detaching we add altering slumps by enlarging, reducing and distorting, and ways of printing, we have practically every art procedure we can readily think of.

Now all these technical processes fall into two great experiential types: direct processes where each mark is in evidence, and indirect processes like printmaking, collage and the use of found objects, or where one drops or throws paint using gravity instead of muscular skill.

An art teacher must have insight into these workings and appreciate the processes, which come purely as a surprise, are more fluid and relaxing than the full control of direct fashioning to a material.

Plans for an art department must be underpinned by the kind of philosophy outlined above. From this one goes on to physical planning, and I shall take the case of a new department, whether it is a faculty combining art with design construction, engineering and home economics, or art with drama, music, or simply a visual art department.

Open plan will work only if there are open minds. And open plan means firm of noise as well as people. Besides, music operations are noisier than others. Who will you place them? It is not mutually good to lump two noisy areas together. The doubtful decision may depend on concentration.

Small absorption (acoustic tiles) and sound absorbers (ceiling height) can help here, so will quiet flooring, whether with carpeting or soft tread tiling. Not everywhere, of course, and the ceramics area should have a flamm drain for floating down. It is hard to think of larger and smaller working areas, since both are psychologically desirable, and on a shared, mean-
able, and on a shared, mean-
direct sight of every-
the place,
You will have a
which may well be
fairly bustling by
areas such as a print-
o print room. And
planning some part-
closed or enclosing
for seminars, lectur-
the photographic
store, and perhaps
studio where one
models.

Flexibility of spacing is important, and a room, sticking chairs and working tops set fold away are useful to save space to have a partition to allow lat and back projection of shadow puppets.

A couple of steps of floor level can be useful, and an exhibition window cut down to be included, particularly if this is not to suggest a different emphasis—the former on technological design, the latter more on art based design work.

The question often raised is, "Which are we to engage on more purposefully: technological work with the emphasis on the science end of the continuum, or non-technological design more strongly linked with art?" However, neither of these approaches are apparently disparagingly narrow or closer examination.

Since the pioneering of Gropius and the Bauhaus days, more enlightened engineering has stressed the style of what is produced, for it affects us all in terms of environmental quality; this is not an exclusive preserve of the architect or the furniture designer. Developing sensitivity to the style of work at middle school level, or perhaps the little more than awakening attention to differences of style, but at sixth-form level useful discussion can emerge.

Thus the areas of creative design and aesthetics are not the sole province of the art room but can transfuse the engineering workshop, whilst the art course can usefully use machine techniques and advances in materials technology, as has been done in much kinetic structural work. Additionally, these areas share as a central characteristic the resolution of specific problems.

Both approaches centrally involve design and what has been called kinesthetic experience, an aspect of technical education that features as an irradicably unique element, and traditionally centrally characterized handicraft. What is regrettable is when this aspect is the sole aim, with pupils rarely getting beyond the routine repetition of skills—to the part of the activity that is going to be fun—the finding out, designing, making something that works.

The point that children cannot design until they have a working knowledge of the materials at their disposal, as a point of logic, is well made; but, to use Gilbert Ryle's term, this "propositional knowledge", while an important part in procedure, need not take the centre of their school life to assimilate.

Scientific concepts can be made to live for young children, and they can meaningfully design at an early age—and the conceptual structure of the technology and development of skills can be introduced simultaneously with participation. It is too late to try to inspire sixth-formers to work in creative areas who've spent their creative years being hammered out of them in an almost puritanical lower school demand for strict standards and mastery of technique.

How then can these generalizations of policy be translated into practical teaching methods and curriculum construction in a manner which might attract not only potential university engineers and teachers but perhaps create a new generation of technologically aware adults? One advantage of the large integrated department is that specialists for all areas can be accommodated, with a mobile approach offering a stable curriculum structure.

The new LMER's examination reflects such a system. After a foundation course from 11 to 13, which encourages children to design meaningfully at their own level in both science and art based work, pupils then opt for a series of modules of specialist nature ranging from jewellery and silversmithing to central technology. Thus both mainstreams of practical education operate in harmony.

Clearly the old myth that technical education was the pathway for the uncooperative, based on the strange equation that disruptive equals less able, less able equals poor with hands, therefore non-achievers go to the technical wing, is less looking at these new A A levels. Let us make maximum use of this change—select candidates in technological subjects with a syllabus that will motivate through-
out the ability range—and particu-
larly enlighten the able student's

interest in the technology field. Then with the aid of good career guidance we might be securing some way towards recruiting engineers who become such by choice rather than accident, encouraging potential teachers who see design technology as being an exciting and significant area of curriculum development and producing a generation who are at least technologically literate and not ashamed of "knowing how".

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course advice given by schools steering pupils away from wealth-producing activities.

The demands of industry change from which it draws recruits, thus the well meaning teacher who advises an apprenticeship may be doing the able sixth-former a disservice—when his clear points to a close liaison with further and higher education and industry at all levels by a well informed careers team.

It is possible that uninspiring curriculum content and teaching methods have partially contributed to the current situation. It is difficult to prescribe a blueprint for policy in this area, for what is thought is not always understood, nor often understood, group size and timetabling arrangements.

What can be done, however, is to establish general principles where there might be consensus subscription which can be interpreted by individual schools according to their circumstances.

Perhaps due to the diversity of certain of the activities assumed under the umbrella title of technical education, teachers, understandably, are often undecided about where the major emphasis should lie: whether in the development of technical skills in the manipulation of tools and machinery, or in encouraging the creative imagination in a laissez faire approach which this is occasionally interpreted as implying).

It seems that ultimately the technical task is one of selection of subject areas—often not intuitively, along the lines of his own experience and expertise. The two fairly recent major curriculum projects in this field—Project Technology and the Schools Council design and craft education project—themselves apparently suggest different emphases—the former on technological design, the latter more on art based design work.

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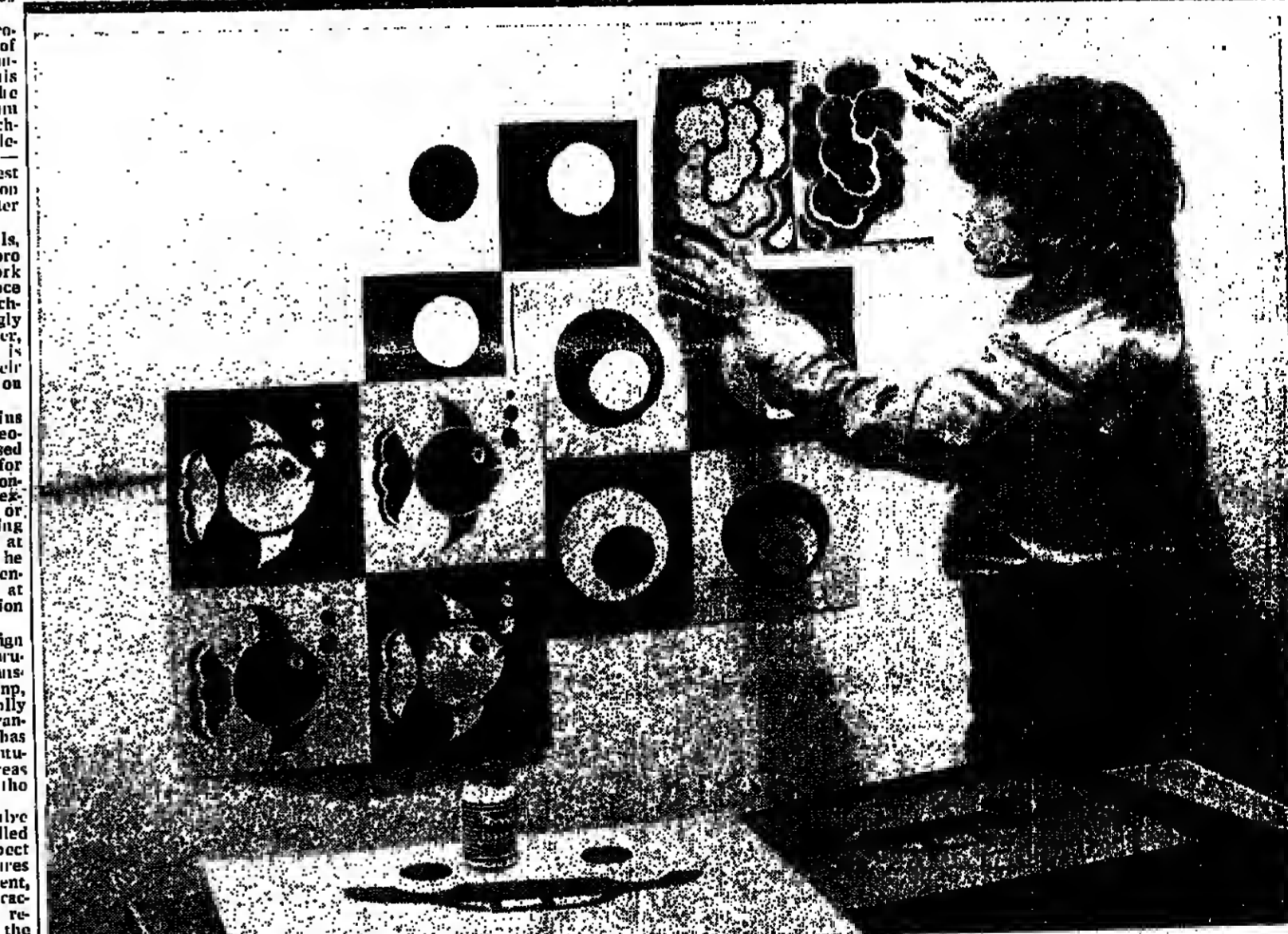
Postgraduate certificate students studying design technology at Avery Hill College experimenting with the method of forming metal with an explosive charge.

made a tentative step towards interest in the technology field.

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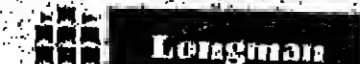
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The stigma of 'knowing how'

Areas of creative design and aesthetics are not the sole province of the art room but can transfuse the engineering workshop... By Paul Griffiths

The perennial demand for technologists naturally focuses attention on schools' curricula; educational aims come under scrutiny and course content and method are evaluated for their relevance as means of motivating potential engineers.

There seems disagreement as to whether there are too few candidates in engineering or simply too few good candidates; what there does seem agreement on is that there is a general malaise permeating the spectrum of technological work at school level from the point of view of recruitment to industry and the supply of able and motivated students interested in teaching design and technology in schools.

It is difficult to attribute this struggle to any one aspect of curriculum content, for the various influences which contribute to pupils' career choices include careers guidance, the individual's concept of engineering and technology together with their status, career prospects and parents' views. But one of the prime reasons for the failure of students to pursue engineering science or design technology courses doubtless stems from what Bruce Archer in his recent article in *The Guardian* calls "The Making and Doing Culture" being subordinate to the academic and contemplative.

The precedent set by universities permeates the curriculum structure—thus logically the lead in any change in this traditional pattern must come from higher education; for one fact that emerges clearly from schools is that few potential higher education students will opt for subjects with doubtful university or CNAA currency no matter how interesting the subject, nor how motivated they may be to study it for examinations.

Geoffrey Harrison, director of the National Centre for School Technology, pinches the points home: "The education of engineering designers is as accidental as the rest of British education. We are lucky to have any good designers at all considering there is so little in the secondary school curriculum which both inspires the potential designer and is of use to him or her in terms of acceptability to further or higher education."

What the Moulton report pays lip service to by way of creative talents being afforded parity of

esteem must become reality. This can be achieved only by a combination of technical and artistic skills which are taught in a way that is both relevant and motivating.

Those colleges which have one planned for design and technology design and engineering universal recognition advanced level work.

There are well accepted facilities which are not available in design technology education. A level for general purposes, but less so for departmental purposes, amount to something like art. Those anomalies are:

Those colleges which have one planned for design and technology design and engineering universal recognition advanced level work.

Also starting next year one-year BEd preparation for students who cannot do A-level requirements up to a point of registration as teachers. Clearly, up-to-date careers information and developments in association with the Association of Design Technicians criticized

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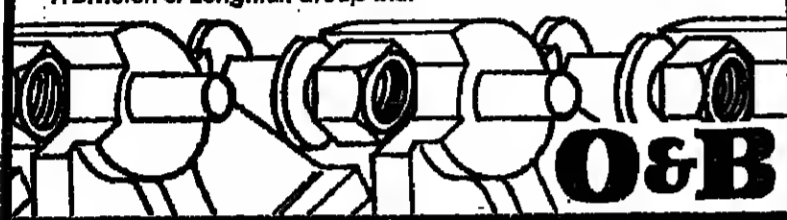
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Is this what you wanted?

By Peter Dixon

It appears that one of the quickest, and most certain means, of acquiring a pound for oneself is to collect (or invent) a few of those embarrassing comments invariably made by young children in the face of important visitors.

"Please may I see your forked tongue Mrs Briscoe-Williams?" "Can't see uncle's nasty streak?" Such comments usually under the heading "Was My Face Red" are readily bought by editors of the women's magazines which must-room about us.

Apart, however, from the funny side of many children's comments—there are also those moments when their statement reflects an understanding of a situation far beyond the teacher's own.

Not too many years ago I witnessed a six-year-old succinctly explaining to the headmistress the folly of her ways concerning art education. The lady in question was taking art, and complying with a fairly normal practice, had resorted to the current art and craft type magazine.

In this magazine were lots of ideas—all of them good, and all guaranteed to bring resounding success. What to choose was the problem. A man from Bernesley had a detailed account of his nodding duck, with winning eye and orange book made from two egg cartons, a toothpaste tube and half an acorn. And there was a thrilling "Let's Make Pirata Maaks" contribution from a ten-year-old in Norfolk. Ideas abound in hundreds of "Let's be creative" books flooding the market.

The headmistress chose the "alhouette-skyline" and if you have never done this, it is surprisingly effective. It is also educationally sterile, and a waste of paint and children's precious time. But it is still what they call "surprisingly effective".

The children paint the top half of their paper dark blue, and the bottom half black, and where the two areas meet they paint black roof tops (steeples and trees with bare branches are particularly successful). The whole class did this, and felt pleased because success in the eyes of the teacher was guaranteed.

With the usual good cheer the youngsters completed their skyline, and the headmistress pinned them all up. They looked very good, and would make a striking contribution to open evening.

The boy with a lot of hair finished his last and gave it to his headmistress, but in the act of presenting his work back to her made the comment which summed up the educational value of the whole activity: "Is this what you wanted Miss?"

And the tragedy of my story is that the teacher smiled, patted him on the head, and replied: "Yes, thank you." I candidly inquired whether the picture was what he wanted, and he murmured something about supposing so.

Of course children want to be successful, and of course the headmistress was a caring person, but so often in our attempts to open educationally successful we forget the child. This is true in art education as much as in any other subject, and it is time the content of art activity in primary (and secondary) schools was examined with the same critical analysis as was evident in such an investigation as Bullock.

It might be felt that the amount of time, money and energy needed to mount such an inquiry for a "trippo" subject was inappropriate, but when we remind ourselves that most primary schools spend more than 50 per cent of their time pursuing art-making activities, it becomes increasingly obvious that we ought to examine carefully what we are about.

It is not within the reach of such

a brief article as this to delve in detail the possible scope of primary school art activity, but obviously it ought to be much more than hand and eye training whereby someone else's ideas are copied. Nor should it be a therapeutic activity to be carried out while the teacher reads or works Fisterler maths.

Art must be concerned with the process of the thinking mind, and this will call for teachers who are able to structure situations in which children are dynamically concerned with such issues as sensitivity to problems, fluency and flexibility of ideas, originality, analysis and coherence of organization.

Obviously these factors do not constitute in any way the format for all art work, but they do reflect an attempt to establish art making as a planned, organized part of school experience, rather than as a somewhat haphazard dolly occurrence.

It is not sufficient to accept the art content of school activity as being the illustrations on the wall (of many topics)—the Norman castle model, the brightly painted dodecahedron or the beautifully painted Jubilee Coat of Arms. It is a sadly unfortunate fact that even those schools with gay and brightly decorated walls, apparently pulsating with child art, have often reduced the art activity to the role of servant to another subject's cause. What is the answer?

As a college of education lecturer and I complaining of something which is the product of my own world? Surely the hard working and committed teachers who misinterpret the essence of art education are only reflecting the attitudes and beliefs they developed in their own teacher training days.

Sadly, I think many colleges do fail to equip students to meet the needs of the modern primary school, in art work is relegated to a brief period of time when students are taught a few skills and techniques by tutors oriented in their own thinking to secondary schools.

The students then enter primary classes and try to promote art work, but their understanding of the essential issues of art education is usually shallow, and it is not long before they are anxious to escape books, and the minds of colleagues for good ideas.

With the onset of an all-round professional I can even less time being spent by colleges on such practical issues as art activity and students will continue to enter the school ill equipped to meet the demands of their children.

The only answer seems to be in-service education of a sustained nature. There seems little value in one member of staff going on a course, because in the majority of cases the person is unable to share or his or her new found knowledge or enthusiasm with colleagues. I suggest that a positive way ahead could be for schools to carefully examine the value of their art activity, and then discuss their findings with an art adviser or similarly qualified person.

Following this discussion the school shuts for one complete day, and the entire staff attend a workshop in which the visiting art educationist helps to evolve a way forward. Once the approach has been decided upon, the school staff agree to attempt the new approach for a complete term, and the art adviser/educationist becomes committed to spending a sustained period in that school, actually working alongside the teachers and helping alongside the teachers. A complicated procedure—perhaps, but certainly not impossible, and surely a way of making a positive contribution to an area of our children's education which in need of an end to their teachers' suffering. Has anyone got a good idea for art this afternoon?

Peter Dixon is a lecturer at King Alfred's College of Higher Education, Winchester. He is author of "Creative Progression in Primary School" and organizer of teachers' workshops.



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THE TIMES Educational Supplement
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Beyond the drawing board

By George Macnab

I wonder if educators and young people contemplating entry to architecture find it paradoxical that, whereas designers spend so much time on drawing boards, art and technical drawing are not prerequisites in most places of learning to beginning a course?

Whatever the merits of one ability in these spheres, it can certainly be said that in the more enlightened schools of architecture their significance as a level or Seminal Higher subject is low in comparison with others. If this seems to be a heresy, let me try to explain.

As designers of buildings, architects have not only to develop ideas creatively but also have to communicate them to others in as clear and attractive a manner as possible. In the art and creative sense, an ability to draw, sketch and paint—no to do these well—heightens the artist's sensitivity to light, colour, texture, form and contrast as products of the inner world, in degrees of abstraction or representation depending on the individual. This is not intended to be a compact definition of the artist at work but is, perhaps, a

clue to the relevance of such ability to an architect. In the communicative sense, the same artistic ability, which helped to produce the idea, continues to help its transfer to others in a manner and in a medium which are appropriate to the purpose—sketches, plans, sections through buildings, street elevations, models, photographs, and many other techniques of visual representation. Given enough sensitivity and awareness in a young person, these techniques are acquired and developed relatively quickly in the pressure and atmosphere of a modern school of architecture.

Of art as a school subject, some of us have had this to say: "Art should be a means of releasing a student's perceptive and creative powers... preparation for a formal examination will be useful if it is in this way."

Technical drawing is most certainly a vital tool in the architect's locker and is the principal means of communication with those who erect a building, supply the parts, and connect them together. The precise representation with perspective and set-square on paper of building and engineering components should be seen as an act of production rather than of design. Powers of imagination are still required, it is true, in this task of conveying the designed intentions and requirements—but they are directed towards absolute representation of "finish, fixity", "nuts and bolts", and "length and breadth".

There is in my profession, both in learning and practising, a caution which we call the "bravery of the architect". It is, in fact, our technical drawing instruments we soon, we paralyse our imagination and inhibit our freedom of action—at least a critical, usually early, stages of the design process. If this is a problem for old

stagers, like myself, then how much more so for a young man or woman, armed from secondary school with a folio of splendid technical drawings? Generalizations are dangerous, and so much depends on individuals, but I venture to say that, for the building designer, too good a facility, too soon, in precision drawing is more hindrance than help.

But, as with most issues, there is a grey area in all of this which might be achieved between extremes. Architects designers and technical draftsmen have a common need to understand the fundamentals of graphic illustration. These might be described as:

- the constructive geometry of shapes—spheres, cubes, etc.—and eccentric shapes or curves.
- the setting out of projections such as plans, sections and elevations, including isometrics or axonometrics to illustrate three-dimensional concepts.
- the application of scenography, that is the construction of shadows on objects.
- the geometry of perspective and its application.

It is for the educators to decide to what extent these fundamental graphics might be offered as options in school to those professions in the construction industry. The problem, as students and teachers know well, is not so much to decide what to learn and teach, but when and in what depth.

An example of this is the rapidly expanding need for the servicing and repair of domestic as well as industrial equipment. We live in changing times and during their working lives many of our boys and girls will be required to adapt to new techniques and new materials. The satisfying jobs will go to those who by their training and experience have proved themselves adaptable. For this reason, an important element in education.

Sadly, in my travels up and down the United Kingdom visiting schools of architecture, this is not the most reassuring aspect of the students' work which I see—and I hold this is the case for disciplines other than architecture. There is much to be done to improve the literacy and vocabulary of our young people in the professions in the clearest possible, unambiguous English.

But what of the craftsmanship side of the union. As with any marriage, much is achieved by compromise. In this case craftsmanship assists in the realization of the technical drawing room where drawing is thought of as graphical language, supplementing verbal communication. It is in this first made aware of the shapes and lines that make up the environment.

Exercises using related lines and shapes used in a positive and negative way provide experience that can be drawn upon in the workshops. In fact we can arrange the first part of the technical drawing

A happy marriage

R. F. Roberts on work at Sidmouth School

The present education debate is serving a useful purpose in focusing the attention of politicians, educationists, parents and pupils on the type of educational experience young people should receive. As a teacher of technical subjects I have confronted this question, and the courses I have attended and experience I have gained in Sidmouth School convince me that the marriage between design and craftsmanship is an intensely happy one.

The boys and girls come from a rural holiday area, so only a small proportion taking technical subjects will become engineers or mechanics, and a smaller proportion of those doing woodwork become carpenters, joiners or cabinet makers.

However, when the craft subjects are concerned with design they achieve a far-reaching relevance. The term design implies problem-solving, and by adopting a design approach we encourage the logical thought processes important in those living in a technological environment. I foresee a vast area of employment for men and women who are able to organize their work without direct supervision.

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course around this type of activity, leaving more formal work with drawing instruments till a later date. We find an urgent need for this freedom work, as the art of transferring ideas on to paper is more dependent on the confident use of a pencil than on the careful use of drawing instruments. In the workshops we introduce design into the work from the start; the shaping of the back of a plastic toothbrush rack, the leaf-like shape of a carved wooden dish or the shape of a metal pendant. It is only by encouraging children to do this that we can expect confident solutions to problems that arise in more advanced work in the upper school.

Running concurrently with this work we give formal instruction



A third-year pupil at Sidmouth School works upon the ventilation of his design.

and demonstrations in the safe and proper use of tools, materials and processes. It would be hopeless to expect a boy or girl in a metalwork room to somehow gather without instruction the necessary information to put together or piece pieces of metal together. Our policy is to demonstrate such essentials and incorporate them into the projects set.

By the third year both the pictorial isometric projection and the views in three planes, known as orthographic projection, have been experienced in the technical drawing room. Immediate use is made of this in the workshops where

continued overleaf

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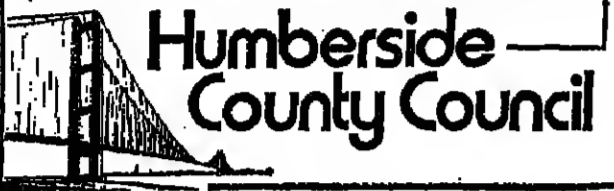
SCUNTHORPE DIVISION

The Division covers the area of South West Humberside which includes Gooles, Snaith, Epworth, Crowle, Scunthorpe, Brigg, Barton and Kilton Lindsey.

Vacancies exist for the commencement of the Autumn Term in the following subjects in Secondary Schools. Candidates should be suitably trained and qualified.

- CRAFT SCIENCE
HOME ECONOMICS
LANGUAGES (French end/or German)
GEOGRAPHY ENGLISH
MATHEMATICS HISTORY
MUSIC

Application forms obtainable from the Divisional Education Officer, Civic Centre, Scunthorpe, DN15 1AS, to be returned by 31st May, 1977.



Required for 1st September, 1977

Geography, Scale 2
Responsibility for teaching Geography up to and including C.S.E. An interest in Social Studies is also desirable.

Caerle Hill Girls' School, Cassleton Street, Bolton (Co-educational, 750 pupils)

Technical Subjects, Scale 1

A teacher is required to make a lively contribution in at least two and preferably three of the following fields: Design Technology, Technical Drawing, Woodwork or Metalwork. Technical Drawing and the London University Design Technology course are taught to 'O' and 'A' level.

Deane Grammar School, New York, Bolton (Co-educational, 750 pupils)

Humanities Faculty, Scale 1

Person to teach Religious Education in the upper school and Integrated Humanities in the lower school. Ability to take a small amount of French would be a great asset.

Sharplea High School, Hill Col Road, Selton (Co-educational, 950 pupils)

Housemaster/Mistress, Scale 2

The Haywards Schools
Applications are invited from suitably qualified and experienced teachers for this post which will become vacant in September, 1977. The successful candidate will be attached to the staff of Haywards Lever High School (790 pupils). To teach preferably mathematics and/or science to C.S.E. level. The ability to co-operate with staff in all three schools is essential for this post.

Hayward Lever High School, Lever Edge Lane, Selton.

Little Lever County Secondary School

This 11-18 Co-educational school is scheduled to open in September, 1977. It will have an initial first-year four-form intake.

The following staff are required:
Deputy Head Teacher, Group 7

To play an active role in policy making. Organisation and administration. A significant teaching contribution is expected. Further details available with application form.

Enthusiastic Teachers,

In the following seven curricular areas. Six posts of Scale 2 are available in these areas. English/Drama; Mathematics; General Sciences; Modern Languages; Humanities; Art/Craft/Design. Work with the less able child. The ability to offer Music or Physical Education and/or a willingness to become involved in extensive activities will be an advantage. Application forms for these posts at Little Lever Secondary School must be returned to the Director of Education.

Application forms obtainable from the Director of Education, P.O. Box 53, Pedernborough House, Civic Centre, Bolton BL1 1JY, should be returned to the appropriate Head Teacher, except where stated, as soon as possible but not later than 30th May, 1977.



Secondary & Comprehensive

Applications are invited for the following posts vacant from September, 1977:
HEADS OF DEPARTMENT

The Warriner School, Banbury Road, Bloxham—Music (Scale 3).
Henry Cox School, Church Green, Winney—Chemistry (Scale 3).

EUROPEAN STUDIES
Lord Williams's School, Oxford Road, Thames—Teacher-in-Charge (Scale 2).

SCALE 1 POSTS FOR MATHEMATICS AND MODERN LANGUAGES
Fitzhery's School, Northcott Road, Abingdon—Mathematics.

John Mason School, Woolton Road, Abingdon—Mathematics and Modern Languages (German).
Banbury School, Ruskin Road, Banbury—Mathematics (French and Spanish).

Surford School, Cheltenham Road, Burford—Modern Languages (French).
Carterton Comprehensive School, Upavon Way, Carterton—Modern Languages (French and German).

Spindlow School, Charlbury—Mathematics.
Sartholmow School, Winney Road, Eynaham—Modern Languages (French and German).

Faringdon School, Gloucester Street, Faringdon—Mathematics.
Cheney School, Cheney Lane, Headington, Oxford—Mathematics.

Chilren Edge School, Reede's Lane, Somring Common—Modern Languages (French).
Lord Williams's School, Oxford Road, Thames—Modern Languages (mainly French).

Wallingford School, Station Road, Wallingford—Mathematics and Modern Languages (French and German).
Henry Cox School, Church Green Winney—Modern Languages (French).

Marlborough School, Shipton Road, Woodstock—Modern Languages (French and German).

Applications to the Head Teacher at the relevant school giving full details of qualifications and experience and the names and addresses of two educational referees. Please enclose stamped addressed envelopes.



Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

Closing date: 30th May, 1977.

Primary and Special Schools

For application forms, send stamped addressed envelope to the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, M24 4EA, unless otherwise stated. Completed forms to be returned to the Head of the School.

Secondary Schools

Forms/further details from and returnable to the Head Teacher at the School, S.A.E. please.

LITTLE LEVER COUNTY SECONDARY SCHOOL

This 11-18 Co-educational school is scheduled to open in September, 1977. It will have an initial first-year four-form intake.

Deputy Head Teacher, Group 7

To play an active role in policy making. Organisation and administration. A significant teaching contribution is expected. Further details available with application form.

Enthusiastic Teachers,

In the following seven curricular areas. Six posts of Scale 2 are available in these areas. English/Drama; Mathematics; General Sciences; Modern Languages; Humanities; Art/Craft/Design. Work with the less able child. The ability to offer Music or Physical Education and/or a willingness to become involved in extensive activities will be an advantage. Application forms for these posts at Little Lever Secondary School must be returned to the Director of Education.

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County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-18 SCHOOLS

SCALE 2—BIOLOGY
ENGLISH MARTYRS R.C. SCHOOL (Roll 1,520)
Canote Road, Hartlepool, Cleveland

Required for September, 1977, a teacher for BIOLOGY, able to teach to 'O', C.S.E. and 'A' levels. (Applications returnable to the Rev. P. McGilgan, St. Patrick's Presbytery, Gorton Manor Lane, Hartlepool, Cleveland, within 14 days of the appearance of this advertisement.)

SCALE 1—SCIENCE
ORRINGTON SCHOOL (Roll 1,560)
Canote Road, Hartlepool, Cleveland, TS25 4AB (Tel. Hartlepool 857111)

Required for September, 1977, a teacher for NUFFIELD COMBINED SCIENCE (Lower School). This appointment is a temporary one for one year only.

11-16 SCHOOLS

SCALE 2—ASSISTANT YEAR TUTOR/ART COORDINATOR
SOYNTON SCHOOL (Roll 1,127)
Hill Drive, Acklam, Middlesbrough, Cleveland, TS9 1Z (Tel. Middlesbrough 53776)

Required for September, 1977, the vacancy being for an experienced teacher to work initially with FIFTY YEAR PUPILS. Applicants should preferably be teachers of ART who would be able to act as Art Coordinator in the school.

SCALE 2—ENGLISH
NUNTHORPE SCHOOL (Roll 1,198)
Gulborough Road, Nunthorpe, Middlesbrough, Cleveland, TS7 0LA (Tel. Middlesbrough 30981)

Required for January, 1978, or before it possible, a teacher to be Second in the ENGLISH Department.

SCALE 1—GENERAL SUBJECTS
LAURENCE JACKSON SCHOOL (Roll 1,582)
Church Lane, Gulborough, Cleveland, TS14 6RD (Tel. Gulborough 3412)

Required for September, 1977, a teacher for GENERAL SUBJECTS (English/History/Geography).

SCALE 1—GIRLS' PHYSICAL EDUCATION
ST. PETER'S R.C. SCHOOL (Roll 916)
Normanby Road, South Seab, Cleveland, TS8 8BP (Tel. Easton Orange 2462)

Required for September, 1977, a teacher for GIRLS' PHYSICAL EDUCATION. (Applications returnable to Felher Stranran, St. Ann's Presbytery, White Hill, Easton, Cleveland, within 14 days of the appearance of this advertisement.)

SCALE 1—MATHEMATICS
NUNTHORPE SCHOOL (Roll 1,198)
Gulborough Road, Nunthorpe, Middlesbrough, Cleveland, TS7 0LA (Tel. Middlesbrough 30981)

Required for September, 1977, a teacher for MATHEMATICS.

The following vacancies exist at:
RYE HILLS SCHOOL (Roll in September, 1977—1,040)
Warwick Road, Redcar, Cleveland (Tel. Redcar 4288)

Required for September, 1977, SCALE 1 teachers for:
(1) ENGLISH.
(2) SCIENCE, to teach Combined Science in Years 1 and 2 and mainly BIOLOGY in the upper school.

SCALE 1—HISTORY

NORTON SCHOOL (Roll 1,010)
Sarkshire Road, Stockton, Cleveland, TS20 2RD (Tel. Stockton 857381)

Required for September, 1977, a teacher for HISTORY.

The following vacancies exist at:
ST. PATRICK'S R.C. SCHOOL (Roll 542)
Sevelley Road, Thornaby, Cleveland, TS17 9DE (Tel. Stockton 81327)

Required for September, 1977, SCALE 1 teachers for:
(1) ENGLISH. This is a temporary appointment for one year.
(2) ART, to specialise in Drawing, Painting and Pottery. (Applications returnable to the Rev. C.T. Breen, The Presbytery, Westbury Street, Thornaby, Cleveland, within 14 days of the appearance of this advertisement.)

SIXTH FORM COLLEGE

The following vacancies exist at:
STOCKTON SIXTH FORM COLLEGE (Roll 400)
Blethop Road West, Stockton, Cleveland, TS16 9DD (Tel. Stockton 812811)

Required for September, 1977, SCALE 1 teachers for:
(1) HISTORY/ECONOMICS. Candidates must be prepared to teach both subjects to 'O' level and at least one to 'A' level.
(2) ENGLISH. This is a temporary appointment for one year only in the first instance. Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teacher at the address shown above.

Teachers at the address shown above, by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated.

Applications for SCALE 1 posts for September are obtainable from the Head Teachers/Principals at the addresses shown above and should be returned to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, within 14 days of the appearance of the advertisement, unless otherwise stated.

Applications by letter only will not be accepted.

Physical Education continued

Religious Education

Heads of Department

AVON COUNTY

WINDSOR SCHOOL, Windsor, Wiltshire.
Head of Department for Physical Education.
Applications to be sent to the Headmaster, Windsor School, Windsor, Wiltshire, RG4 2AA, by 1st June, 1977.

NEWCASTLE upon Tyne
LAWSON SCHOOL, Lawson, Tyne and Wear.
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Applications to be sent to the Headmaster, Windsor School, Windsor, Wiltshire, RG4 2AA, by 1st June, 1977.

NEWCASTLE upon Tyne
LAWSON SCHOOL, Lawson, Tyne and Wear.
Head of Department for Physical Education.
Applications to be sent to the Headmaster, Lawson School, Lawson, Tyne and Wear, by 1st June, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
Head of Department for Physical Education.
Applications to be sent to the County Education Officer, Nottingham City Council, Nottingham, by 1st June, 1977.

NORFOLK
COUNTY COUNCIL
Head of Department for Physical Education.
Applications to be sent to the County Education Officer, Norfolk County Council, Norwich, by 1st June, 1977.

NOTTINGHAMSHIRE
COUNTY COUNCIL
Head of Department for Physical Education.
Applications to be sent to the County Education Officer, Nottingham City Council, Nottingham, by 1st June, 1977.

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Head of Department for Physical Education.
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Head of Department for Physical Education.
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SURREY COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY.

★ Generous relocation expenses in approved cases.

★ Appointments for appointment to County and Voluntary Controlled Schools (except reserve teachers) effective from 1 September, 1977, and later should note that the Education Committee intend to issue to Assistant Teachers on Burnham Scale 1 contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.

SECOND MASTERS/MISTRESSES

WORKING ST. JOHN THE BAPTIST R.C. COMPREHENSIVE SECOND MASTER/MISTRESS. Telephone: Working 87442.

POSTS OF RESPONSIBILITY

COMPREHENSIVE CAMBERLEY, COLLINGWOOD COUNTY SECONDARY ENGLISH teacher to be second in Department. Scale 3. Telephone: Camberley 84048.

CHERTSEY, SALESIAN SCHOOL FRENCH graduate teacher; Sixth Form work available and Scale post for suitable applicant. Telephone: Chertsey 84521.

EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY PHYSICS teacher to take subject (to C.S.E. and 'O' Level. Possibility of 'A' Level work. Scale 2 for suitable applicant. Telephone: Sookhem 53894.

EPSOM, ROSEBERY SCHOOL SOCIAL STUDIES. Head of Department. Scale 3. Well-qualified and experienced teacher to co-ordinate and develop a History Department in a newly-constructed 52-18 school with a Sixth Form of 80 girls. Well established 'A' Level Courses in ECONOMICS and BRITISH GOVERNMENT and POLITICS; SOCIOLOGY, C.S.E. and 'O' Level. Further courses to be introduced. Applicants should be able to offer at least one of the main Social Sciences to 'A' and 'O' Level. Telephone: Epsom 20438.

FARNHAM, HEATH ENO COUNTY SECONDARY YEAR TUTOR to work in established team with ability to offer ENGLISH, MATHEMATICS, SCIENCE, HISTORY and GEOGRAPHY. Scale 3. Telephone: Farnham 6588.

FARNHAM, WEYDON COUNTY SECONDARY MATHEMATICS teacher. Department situated in new extension including Mathematics Laboratory. Scale 2. Telephone: Farnham 6209.

FRIMLEY, TOMLINSCOTE SCHOOL ART. Head of Department. School has a lively department with excellent results at all levels. Well-equipped Art and Pottery Rooms. Scale 3 for suitable applicant. FRENCH. Teacher to be second in Department. Ability to teach European Studies an advantage. Scale 2 for suitable applicant. BIOLOGY. Head of Department. School has a strong and lively Department with courses at C.S.E., 'O' and 'A' Level and well-equipped laboratory. Scale 3 for suitable applicant. Telephone: Camberley 28780.

HERSHAM, RYDEYS SCHOOL MUSIC. Heads of Department to take responsibility for Choral and Orchestral music in a rapidly developing department. Scale 2 or 3. Telephone: Walton 24793.

MERTHAM, REDHILL ALBURY MANOR COUNTY SECONDARY SCIENCE. Head of Department. Biologist with Chemistry preferred. Scale 3. Telephone: Mersham 4291.

MILFORD RODBOROUGH COUNTY SECONDARY ENGLISH. Teacher. Scale 2, with responsibility for liaison with contributory middle schools. Telephone: Godalming 28182.

SHEPPERTON, THAMESMEAD COUNTY SECONDARY SPANISH. Teacher to take subject and to initiate and develop a course in Spanish up to 'O' Level within an expanding language department. Ability to teach FRENCH (on part) essential. Scale 2. Telephone: Walton-on-Thames 27078.

WORKING WINSTON CHURCHILL COUNTY SECONDARY SCIENCE. Head of Department for this 10-form 12-16 comprehensive. Good qualifications and teaching experience in Physical Sciences preferred. Scale 3. Telephone: Brookwood 6861.

SCALE 1 POSTS

SIXTH FORM COLLEGE

WOKING SIXTH FORM COLLEGE SPANISH teacher to take subject up to 'A' Level in this purpose-built Sixth Form College. First appointments welcome. Telephone: Woking 61131.

GRAMMAR EWELL, THE GLYN COUNTY SCHOOL FOR BOYS (TO BE REORGANISED AS COMPREHENSIVE FROM SEPTEMBER, 1977) PHYSICS teacher. First appointments welcome. Telephone: 01-393 4102.

COMPREHENSIVE ASHFORD, ABBOTSFORD COUNTY SECONDARY FRENCH teacher with some GERMAN. GEOGRAPHY/HISTORY teacher. MATHEMATICS teacher. Telephone: Ashford 52689.

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY COMMERCE teacher. CHEMISTRY teacher. Telephone: Camberley 64048.

CRAWLEY, GLEBELANDS COUNTY SECONDARY FRENCH and GERMAN teacher. ENGLISH teacher required for this 12-16 Comprehensive School. Telephone: Crawley 5248.

ESHER, WAYNEFLEET SCHOOL SCIENCE teacher to take subject throughout the school and PHYSICS to examination level. Telephone: Esher 63002.

GODALMING, BROADWATER COUNTY SECONDARY FRENCH teacher, second subject an advantage. Telephone: Godalming 28186.

GUILDFORD, GEORGE ARBOT COUNTY SECONDARY ART teacher preferably with interest in Silk Screen printing to join large department offering a variety of specialities with flourishing courses at 'O' and 'A' Level. Telephone: Guildford 72249.

HASLEMERE, WOOLMER HILL COUNTY SECONDARY ENGLISH teacher. Telephone: Haslemere 2743.

HORLEY, COURT LODGE COMPREHENSIVE ENGLISH teacher with opportunities to teach to 'O' and 'A' Level. Telephone: Horley 2018.

MILFORD, RODBOROUGH COUNTY SECONDARY MATHEMATICS teacher required. Telephone: Godalming 28182.

MYTCHETT, ROBERT HAINING COUNTY SECONDARY CRAFT DESIGN and TECHNOLOGY teacher. Opportunity for wide-ranging experience using a Design approach in a well-established department. Courses to C.S.E. and 'O' Level. Telephone: Farnborough 44879.

SHEPPERTON, THAMESMEAD COUNTY SECONDARY FRENCH teacher to be third in Department. First appointments welcome. METALWORK teacher. Ability to offer another subject especially SCIENCE an advantage. First appointments welcome. GENERAL SUBJECTS teacher. Should be able to offer two of the following: History, Religious Studies and Music. Telephone: Walton-on-Thames 27078.

STAINES, MAGNA CARTA COUNTY SECONDARY FRENCH teacher required to take subject to 'O' Level. Telephone: Staines 55487.

SUNBURY, BISHOP WAND C. OF E. SECONDARY HOME ECONOMICS and NEEDLEWORK teacher for this 11-18 school with large Sixth Form. Applicants should be in sympathy with the Christian tradition of the school. Telephone: Sunbury 87537.

SUNBURY COUNTY SECONDARY NEEDLEWORK with some HOME ECONOMICS. GIRLS' P.E. and DANCES teacher required. Telephone: Sunbury-on-Thames 82844.

WARRINGHAM COUNTY SECONDARY ENGLISH teacher to take forms across the ability range and up to 'A' Level. An interest in DRAMA desirable but not essential. Telephone: Upper Warringham 4067.

WORKING WINSTON CHURCHILL COUNTY SECONDARY METALWORK and TECHNICAL DRAWING teacher for this 10 form entry 12-16 comprehensive. Telephone: Brookwood 6861.

SHEPPERTON, THAMESMEAD COUNTY SECONDARY PHYSICS/CHEMISTRY. Teacher to take subjects to C.S.E., 'O' and 'A' Level with GENERAL SCIENCE. First appointments welcome. Telephone: Camberley 28780.

FRIMLEY, TOMLINSCOTE COUNTY SECONDARY Further details available from the Head where the telephone number is shown.

Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston-on-Thames KT1 2DJ. If you require a weekly list of vacancies please send stamped addressed envelope.



Applications are invited from suitably qualified persons for the following posts in the Authority's schools. All posts are Scale 1 unless otherwise specified. An asterisk before the school name indicates a Non-Primary School.

HEADSHIPS

Pentrepoech Junior, Seor Terrace, Morriston This is a GROUP 5 School for girls with a pupil enrolment of 110 on roll (age range 7-11 years) (Post Ref. SP24/6.7.77)

Gwaucasagurwen Primary, Gwaucasagurwen Nrh. Ammanford This is a GROUP 3 School with a mixed pupil enrolment of 110 on roll (age range 3-11 years) (Post Ref. SP12/2.8.77)

Penllegar Special School, Penllegar Cross Penllegar, Swansea This is a GROUP 3 (S) ESN (S) Special School with a pupil enrolment of 22 on roll (age range 3-16 years) (Post Ref. SP13/3.7.77)

DEPUTY HEADSHIPS

Gwyrsoydd Junior, Parkhill Terrace, Treboeth, Swansea This is a GROUP 6 School with a mixed pupil enrolment of 110 on roll (age range 7-11 years) (Post Ref. SP20/4.8.77)

Alderman Davies Church in Wales Junior, Neath This is a GROUP 6 School with a mixed pupil enrolment of 110 on roll (age range 7-11 years) (Post Ref. SP20/4.8.77)

Ciwyd Junior, Epynt Road, Penlan, Swansea This is a GROUP 2 School with a mixed pupil enrolment of 110 on roll (age range 7-11 years) (Post Ref. SP21/5.7.77)

Tonmawr Primary, Tonmawr, Nr. Port Talbot This is a GROUP 3 School with a mixed pupil enrolment of 110 on roll (age range 4-11 years) (Post Ref. SP13/3.7.77)

SECONDARY SCHOOLS

ENDLISH Olafia Comprehensive, Gower Road, Sketty, Swansea (Mixed) (1,254 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

Cwmwys Comprehensive, Pontardawe, Nr. Swansea (Mixed) (1,200 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

General Subjects Olafia Comprehensive, Gower Road, Sketty, Swansea (Mixed) (1,254 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

Geography Morriston Senior Comprehensive, Heol Maes Eglwys Cwmrhydyceirw, Morriston (Mixed) (1,040 on roll) (Age Range 13-18) to C.S.E. to 'A' Level (Post Ref. 4512/12.8.77)

Mathematics Penrhetrod Comprehensive, Penrhetrod Road, Hwl Swansea (Mixed) (820 on roll) (Age Range 11-18) HEAD OF DEPARTMENT (Post Ref. SP4/13.6.77)

Ysgol Gylun Yatalyera, Glangyfelon Road, Yatalyera, Swansea (Mixed) (1,200 on roll) (Age Range 11-18) to 'O' Level (Post Ref. 4514/14.8.77)

Olafia Comprehensive, Gower Road, Sketty, Swansea (Mixed) (1,254 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

Modern Languages Townhill Junior Comprehensive, Townhill Road, Townhill, Swansea (Mixed) (314 on roll) (Age Range 11-13) Head of Department (Post Ref. SP20/18.8.77)

MUSIC/WELSH Olafia Comprehensive, Gower Road, Sketty, Swansea (Mixed) (1,254 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

Permanent Supply Gorseion District Candidates should be Junior/Secondary trained, and must be qualified in their subject to be able to teach at 'O' and 'A' Level and have regular use of a car. There are a number of posts available to complete the District's establishment of permanent teachers to serve in Primary and Secondary Schools in the District. (Post Ref. 50/15.6.77)

Physical Education (Boys) Cefn Hengoed Comprehensive, Caldicot Road, Wain Wain, Swansea (Mixed) (1,825 on roll) (age range 11-18) (Post Ref. SP11/1.7.77)

Religious Education Glangyfelon Comprehensive, Bilton Road, Port Talbot (Mixed) (1,200 on roll) (age range 11-18) (Post Ref. SP11/1.7.77)

Trenthafod Comprehensive, Penrhetrod Road, Hwl Swansea (Mixed) (820 on roll) (age range 13-16) Scale 2 (Post Ref. SP11/1.7.77)

SECONDARY SCHOOLS

WEST SUSSEX COUNTY COUNCIL WEST SUSSEX COUNTY COUNCIL WEST SUSSEX COUNTY COUNCIL

WIRRAL (Merseyside) Borough of St. Mary's R.C. College, Wirral, Merseyside, 13-16 Mixed Comprehensive Number on roll 1,180 (including 105 Sixth Form) for September 1, 1977

WIGAN (Merseyside) Borough of Wigan AND ABRAHAM GRAMMAN SCHOOL, Wigan, Merseyside, 13-16 Mixed Comprehensive Number on roll 1,180 (including 105 Sixth Form) for September 1, 1977

WIRRAL (Merseyside) Borough of Wirral, Merseyside, 13-16 Mixed Comprehensive Number on roll 1,180 (including 105 Sixth Form) for September 1, 1977

WIRRAL (Merseyside) Borough of Wirral, Merseyside, 13-16 Mixed Comprehensive Number on roll 1,180 (including 105 Sixth Form) for September 1, 1977

DEPUTY HEADSHIPS

Gwyrsoydd Junior, Parkhill Terrace, Treboeth, Swansea This is a GROUP 6 School with a mixed pupil enrolment of 110 on roll (age range 7-11 years) (Post Ref. SP20/4.8.77)

Alderman Davies Church in Wales Junior, Neath This is a GROUP 6 School with a mixed pupil enrolment of 110 on roll (age range 7-11 years) (Post Ref. SP20/4.8.77)

Ciwyd Junior, Epynt Road, Penlan, Swansea This is a GROUP 2 School with a mixed pupil enrolment of 110 on roll (age range 7-11 years) (Post Ref. SP21/5.7.77)

Tonmawr Primary, Tonmawr, Nr. Port Talbot This is a GROUP 3 School with a mixed pupil enrolment of 110 on roll (age range 4-11 years) (Post Ref. SP13/3.7.77)

SECONDARY SCHOOLS

ENDLISH Olafia Comprehensive, Gower Road, Sketty, Swansea (Mixed) (1,254 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

Cwmwys Comprehensive, Pontardawe, Nr. Swansea (Mixed) (1,200 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

General Subjects Olafia Comprehensive, Gower Road, Sketty, Swansea (Mixed) (1,254 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

Geography Morriston Senior Comprehensive, Heol Maes Eglwys Cwmrhydyceirw, Morriston (Mixed) (1,040 on roll) (Age Range 13-18) to C.S.E. to 'A' Level (Post Ref. 4512/12.8.77)

Mathematics Penrhetrod Comprehensive, Penrhetrod Road, Hwl Swansea (Mixed) (820 on roll) (Age Range 11-18) HEAD OF DEPARTMENT (Post Ref. SP4/13.6.77)

Ysgol Gylun Yatalyera, Glangyfelon Road, Yatalyera, Swansea (Mixed) (1,200 on roll) (Age Range 11-18) to 'O' Level (Post Ref. 4514/14.8.77)

Olafia Comprehensive, Gower Road, Sketty, Swansea (Mixed) (1,254 on roll) (Age Range 11-18) (Post Ref. SP11/1.7.77)

Modern Languages Townhill Junior Comprehensive, Townhill Road, Townhill, Swansea (Mixed) (314 on roll) (Age Range 11-13) Head of Department (Post Ref. SP20/18.8.77)

PRIMARY SCHOOLS

JUNIORS Alderman Davies Church in Wales Junior, Neath (Mixed) (210 on roll) (age range 7-11) (a) To appoint a teacher for the school. (b) For lower primary knowledge of Welsh an advantage. Ref. SP40/23.8.77

Hafod Junior, Odo Street, Hefod, Swansea (Mixed) (160 on roll) (age range 7-11) (a) To appoint a teacher for the school. (b) For lower primary knowledge of Welsh an advantage. Ref. SP40/23.8.77

Application forms and further particulars of openings are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate reference(s).

Closing date: The closing date for the receipt of completed application forms is Friday, 2nd June, 1977.

John Hearn, Director of Education, Education Department, House, Princess Way, Swansea.

Other Posts on Scale 2 and above

KENT COUNTY COUNCIL EDUCATION DEPARTMENT ADMISION DIVISION NORTH SCHOOL FOR GIRLS (1901-1902) Headmistress for September, 1977. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site.

LANCASHIRE EDUCATION DEPARTMENT NORTH SCHOOL FOR GIRLS (1901-1902) Headmistress for September, 1977. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site.

LANCASHIRE EDUCATION DEPARTMENT NORTH SCHOOL FOR GIRLS (1901-1902) Headmistress for September, 1977. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site.

LANCASHIRE EDUCATION DEPARTMENT NORTH SCHOOL FOR GIRLS (1901-1902) Headmistress for September, 1977. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site.

LANCASHIRE EDUCATION DEPARTMENT NORTH SCHOOL FOR GIRLS (1901-1902) Headmistress for September, 1977. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site. The school is fully equipped with a modern building on one site.

Social Studies

Head of Department DUCKINGHAM DIVISION WYCOMBE DIVISION WYCOMBE DIVISION WYCOMBE DIVISION

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Speech and Drama

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Other Posts on Scale 2 and above

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COUNTY SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications giving age, qualifications, experience and names of two referees should be sent immediately to the Head of School. Barlley Green School, Adams Hill, B32 3DJ

Scale 2 Post: Head of Department, Northfield School, Kelly Close, B31 1RR

Scale 2 Post: Head of Department, Northfield School, Kelly Close, B31 1RR

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Scale 2 Post: Head of Department, Northfield School, Kelly Close, B31 1RR



Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£202 net annum) in addition to the appropriate Basic Salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent posts. Payment covers cost of the removal of household effects, insurance in transit and travel for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from outside the Authority may be eligible for an approved concession, receive assistance with the local costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted cupboards or curtains etc. subject to purchase of the house within six months of taking up an appointment. In addition, a separate allowance may be paid if an applicant's family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period of six months and the cost of travel to school open for applicants where the letters 'AT' are shown.

Applications for posts up to and including Scale 2 should be made as early as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Headship

Deputy Headships

HACKNEY BOYS' S.R. SCHOOL
Down Road, Hackney, E8 5NP
Headship: Mr. J. M. ...
Deputy Headship: Mr. J. M. ...

CLASSICS

Heads of Department

MAHA IDELIS CONVINT

COMMERCIAL

COMMERCE

Heads of Department

HOME ECONOMICS

Heads of Department

MUSIC

Heads of Department

MATHEMATICS

Heads of Department

NEEDLEWORK

Heads of Department

RELIGIOUS EDUCATION

Head of Department

ENGLISH

Heads of Department

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Scale 1 Post
WIMBORNE GRAMMAR SCHOOL
Wimborne, Dorset, BH11 1JH
Headship: Mr. J. M. ...
Deputy Headship: Mr. J. M. ...

MODERN LANGUAGES

Scale 1 Posts

Scale 1 Post

Scale 1 Post

Scale 1 Post

Scale 1 Post

Scale 1 Post

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WIMBORNE GRAMMAR SCHOOL
Wimborne, Dorset, BH11 1JH
Headship: Mr. J. M. ...
Deputy Headship: Mr. J. M. ...

TECHNICAL STUDIES

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CLEVELAND TEESSIDE HIGH SCHOOL FOR GIRLS

Headship

of the above school. The successful candidate will be expected to take up the post on 1st January, 1978. Teesside High School is an independent school for girls opened in 1970 and situated in a prime residential locality in an important and expanding industrial area.

County of Cleveland SPECIAL SCHOOL SCALE 1 POST + S.S.A.

WESTLANDS SCHOOL (E.S.N. (M)). Eiltham Crescent, off Taddar Avenue, Thornaby, Cleveland. Required for September, 1977, or as soon as possible, a suitably qualified and experienced teacher. Person appointed will be required to teach basic subjects and have the ability to develop music throughout the school.

Kent County Council Education Department

Swinford Manor School Great Chart Ashford Residential School for maladjusted boys (Roll 44) Required September, 1977: 1) Resident or Non-Resident Teacher for General Subjects and able to offer one or combination of following: P.E./Craft/Art/Music or Remedial Work.

Metropolitan Borough of Rochdale EDUCATION DEPARTMENT

Second Master/Mistress

The school has places for 180 children and is mixed, all-age. The post falls vacant due to the promotion of the present holder. Applications should be made by letter immediately to the Head of the school giving Age, qualifications and experience together with the names and addresses of two referees.

SPECIAL EDUCATION Scale 2 Posts continued BROMLEY (continued) NORTH TYNESIDE (continued) BUCKINGHAMSHIRE (continued)

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT Applications are invited from suitably qualified persons for the following posts: SENIOR TEACHER (Scale 1) and SENIOR TEACHER (Scale 2).

ROEBRIDGE (continued) DERBYSHIRE (continued) SUSSEX (continued) TRAFFORD (continued)

WEST KIRBY (continued) BROMLEY (continued) DORSET (continued) HANTS/SHIRE (continued)

Scale 1 Posts BROMLEY (continued) DORSET (continued) HANTS/SHIRE (continued)

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Scale 1 Posts BROMLEY (continued) DORSET (continued) HANTS/SHIRE (continued)

EAST SUSSEX (continued) NORTHUMBERLAND COUNTY COUNCIL STANNINGTON SCHOOL TEACHERS

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT Applications are invited from suitably qualified persons for the following posts: SENIOR TEACHER (Scale 1) and SENIOR TEACHER (Scale 2).

ROEBRIDGE (continued) DERBYSHIRE (continued) SUSSEX (continued) TRAFFORD (continued)

WEST KIRBY (continued) BROMLEY (continued) DORSET (continued) HANTS/SHIRE (continued)

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SPECIAL EDUCATION Scale 1 Posts continued OXFORDSHIRE (continued) LEICESTERSHIRE (continued) NORTH WALES (continued)

SURREY (continued) RUSKING (continued) NOTTINGHAMSHIRE (continued) SOUTH TYNESIDE (continued)

SHROPSHIRE (continued) WORCESTER (continued) CROYDON (continued) BATH (continued)

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LEICESTERSHIRE (continued) NORTH WALES (continued) SURREY (continued) RUSKING (continued)

NOTTINGHAMSHIRE (continued) SOUTH TYNESIDE (continued) SHROPSHIRE (continued) WORCESTER (continued)

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INDEPENDENT History continued WALES

STAFFORDSHIRE HERTFORDSHIRE

LONDON S.W.1

MUSIC IN A BUDDLE STEINER SCHOOL

Physical Education Heads of Department

Science Heads of Department

INDEPENDENT Science continued EAST LOTHIAN

LANCASHIRE

HERTFORDSHIRE

NEWCASTLE UPON TYNE

Remedial Posts

Mathematics Heads of Department

SUSSEX

RUTLAND

Pastoral

Other Assistants

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HEAD OF HOTEL AND CATERING DEPARTMENT

GRADE VI

THE BIRMINGHAM COLLEGE OF FOOD AND DOMESTIC ARTS

Summer Row, Birmingham B3 1JB
 £8,528-23,406 (including pay supplements)
 To commence duties January, 1978

Application forms and further particulars available from the Principal at the College.

This is the second advertisement and original applicants need not reapply. They will be automatically considered. Suitable applicants from the management end/or commerce fields, not necessarily related to the Hotel and Catering fields, are invited to apply. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Vauxhall College of Arts and Education

Lecturer II in Management Supervisory Studies

Temporary full-time appointment for one year from September, 1977, to August 31, 1978. Applicants should be suitably qualified and have experience of Supervision in the Construction Industry or in Building Maintenance. Salary: £3,279-£5,493 plus £312 Supplement plus £402 Inner London Allowance.

Further particulars and application form (returnable within 14 days) from the Senior Administrative Officer at this College, Belmont Street, Wandsworth Road, SW8 2JY. Tel: 01-928 4611.

Bexley London Borough

ERTH COLLEGE OF TECHNOLOGY

Tower Road, Bexleydean, Kent DA17 6JA
 Principal: D. P. Glover, M.A., B.Sc., F.C.I.S., M.S.I.M.

Applications are invited for the following post to take effect as soon as possible. Stages I and II of a new College are a major development of the existing College and are now complete and in full occupation.

LECTURER GRADE I IN MATHEMATICS

Required to teach mainly Mathematics in C.E.E. "A" level and in a variety of Engineering Courses, including Technician Courses, within the Engineering Department. Applicants should be graduates and some experience in the Engineering Industry would be preferred. A teacher having qualification end/or some teaching experience (full or part-time) would be an advantage. (Ref. E.2.)

LECTURER GRADE I £3,210-£5,166 (according to qualifications and experience).

Application forms and further particulars from the Senior Administrative Officer, Erth College of Technology, Tower Road, Bexleydean, Kent DA17 6JA. (Quota reference post, to whom they should be returned within ten days of the appearance of this advertisement.)

SHEFFIELD EDUCATION

GRANVILLE COLLEGE

Granville Road, Sheffield, S2 2RL (Tel: 70271)

DEPARTMENT OF CATERING TECHNOLOGY AND HAIRDRESSING

Required for 1st September, 1977, or as soon as possible thereafter:

LECTURER Grade I Business Studies

to teach Law as main subject to Bakery and Catering Students. The applicant should be suitably qualified and have had appropriate industrial or professional experience.

Salary Scale: Lecturer Grade I within the range £2,469-£4,377 per annum plus (i) £312 and (ii) £132-£180 annual salary supplements.

Application forms, together with further particulars, are obtainable from the Chief Administrative Officer (enclosed stamped addressed envelope), Granville College, Sheffield, S2 2RL. Applications should be returned to the College within four weeks of the publication of this advertisement.

PREPARATORY
 Modern Languages continued

LINCOLNSHIRE
 WILTON HILL SCHOOL.
 Widens of the Hill, Bourne
 A teacher to teach Italian and to supervise the activities of the Italian Club. It is intended that the teacher will be able to teach Italian to a high standard and to supervise the activities of the Italian Club. The teacher will be expected to have a high standard of Italian and to be able to teach Italian to a high standard. The teacher will be expected to have a high standard of Italian and to be able to teach Italian to a high standard. The teacher will be expected to have a high standard of Italian and to be able to teach Italian to a high standard.

NORFOLK
 Preparatory School required for the following post to take effect as soon as possible. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11.

GLoucester
 Director of Music required for the following post to take effect as soon as possible. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11.

KENT
 SPITSHANGER SCHOOL.
 11-13, Co-educational
 Deal
 Wanted for September, 1977, a teacher of Music to be responsible for the music department of the school. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard.

DEVOY
 Two teachers required for the following posts to take effect as soon as possible. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11.

BIRKENHEAD
 BIRKENHEAD HIGH SCHOOL.
 11-13, Co-educational
 Birkenhead
 Required for September, 1977, a teacher of Music to be responsible for the music department of the school. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard.

GLoucestershire
 Experienced and qualified teacher required to teach in a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11.

Hamshire
 Qualified teacher required for the following post to take effect as soon as possible. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11.

London W5
 Experienced and qualified teacher required to teach in a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11.

Northamptonshire
 Experienced and qualified teacher required to teach in a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11. The school is a preparatory school for boys and girls aged 4 to 11.

Other than by Subject Classification

Berkshire
 Head of Junior Maintenance
 I.A.P.S. Day 2000 hours
 Head of Junior Maintenance (HEAD) to teach in the Junior Maintenance Department. The teacher will be expected to have a high standard of maintenance and to be able to teach maintenance to a high standard. The teacher will be expected to have a high standard of maintenance and to be able to teach maintenance to a high standard.

West Sussex
 WINTFIELD HOUSE.
 11-13, Co-educational
 Wintfield House
 Required for September, 1977, a teacher of Music to be responsible for the music department of the school. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard.

Worcestershire
 WINTFIELD HOUSE.
 11-13, Co-educational
 Wintfield House
 Required for September, 1977, a teacher of Music to be responsible for the music department of the school. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard.

Bedfordshire
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Colleges of Further Education

Heads of Department

CENTRAL REGIONAL COUNCIL
 EDUCATION COMMITTEE
 HEAD OF DEPARTMENT OF GENERAL STUDIES
 11-13, Co-educational
 Central Regional Council

London Borough of Haringey
 Department of Business Administration
Lecturer II in Accountancy
 needed from 1.9.1977 to teach Taxation at an advanced level, with ability and willingness to accept other appropriate Accountancy and Business Administration courses.

Waltham Forest College
 Department of Business Administration
Lecturer I in Secretarial Studies
 needed from 1st September, 1977. To teach Pymon or Teeline shorthand, Audio Typing, Secretarial Duties and Office Practice to Advanced Level.

London Borough of Haringey
 TOTTENHAM COLLEGE OF TECHNOLOGY
 High Road, London N15 4RU, Tel. 01-802 3111

Department of Building
 The following lectures are required to commence in September 1977—

(1) (Two posts) LECTURER GRADE I to teach on CARPENTRY AND JOINERY courses.

(2) LECTURER GRADE I to teach on PLUMBING or GASFITTING courses.

Suitable qualifications for the post would be an Advanced/Final City & Guilds of London Institute Craft Certificate in either Plumbing or Gasfitting plus suitable industrial experience.

Colleges of Further Education

Colchester
 COLCHESTER COLLEGE OF FURTHER EDUCATION
 11-13, Co-educational
 Colchester
 Required for September, 1977, a teacher of Music to be responsible for the music department of the school. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard.

City of Birmingham
 EDUCATION DEPARTMENT
 11-13, Co-educational
 City of Birmingham
 Required for September, 1977, a teacher of Music to be responsible for the music department of the school. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard.

Avon County
 SOONWELL TECHNICAL COLLEGE
 11-13, Co-educational
 Avon County
 Required for September, 1977, a teacher of Music to be responsible for the music department of the school. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard. The teacher will be expected to have a high standard of music and to be able to teach music to a high standard.

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Leicestershire

CHARLES KEENE COLLEGE OF FURTHER EDUCATION

LEICESTER

PRINCIPAL

(Group 6, £10,224-£10,734)

Applications are invited for this important post from men and women graduates of imagination and energy, with wide teaching and other appropriate experience.

Apply (no form) with full particulars and the names of two referees to Director of Education, County Hall, Granville, Leicester LE3 6RF, quoting reference FE/C/TES from whom further particulars may be obtained upon receipt of stamped addressed envelope.

County of Cleveland

CLEVELAND TECHNICAL COLLEGE

REDCAR

Applications are invited for the post of **HEAD OF DEPARTMENT OF CONSTRUCTION Grade III**.

Applicants should have high grade technical qualifications and experience in a responsible position in the Construction Industry, together with considerable experience as a teacher in Further Education.

Salary: £6,723-£7,515 (this includes the 1976 and 1977 pay awards)

Application forms and further details are available by applying in WRITING ONLY to: The Principal, Cleveland Technical College, Corporation Road, REDCAR, Cleveland TS10 1EJ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Youth Worker

Required as soon as possible. An exciting opportunity to join a young enthusiastic team. A person with go-ahead ideas to work from and develop this modern purpose-built Youth House in a pleasant Outer London Borough.



Details and application forms from the Director of Educational Services, Mercury House, Romford RM1 3DR. Closing date 3rd June, 1977.

LONDON BOROUGH OF BARNET EDUCATION DEPARTMENT

Youth & Community Worker

Salary £4,305-£4,821 plus £312 Supplement Payment (Under Review)

GRAHAME PARK YOUTH CENTRE
Applications from suitably qualified and experienced Youth and Community Workers and Teachers required for Leaden-Clarks. Person appointed will be involved with other staff in the development of the community and social education of Centre and its surrounding education campus. Separation allowance and 100 per cent of removal expenses may be paid. Further details and application form from the Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.



EDUCATION Y.A.C.S. DEPARTMENT
YOUTH WORKER

Whitefield Area
Salary Range 3 £3,428-£3,888 plus £312 p.a. supplement

Applications are invited from suitably qualified men and women for the post of Youth Worker within the Metropolitan Borough. The Worker will be based at the Whitefield Youth Centre and will be responsible for the development and co-ordination of youth and community work within the Area, by leading on and liaising between voluntary organisations, Secondary Schools, the Social Services and the Youth Service and for the overall supervision of part-time staff.

Also a member of a team of full-time Workers, he or she will take part in residential training courses in conjunction with school-leavers and part-time staff and accept responsibility for active leisure areas of work throughout the whole of the Borough, e.g. outdoor activities, Canteen of Edinburgh's Award Scheme, etc.

REGIONAL DIRECTORS

Educational Travel Organisation operating summer programmes throughout Europe for High School and University students seeks Regional Directors in Paris, Rome, Amsterdam, Madrid, Geneva/French Alps, Innsbruck/Salzburg. Responsibilities: Co-ordination of logistical arrangements, interviewing and training of teachers and student groups, discipline of summer operations, liaison with group leaders. Offers: generous annual remuneration for part-time activity, Security, travel and health insurance, Jans, July, August. Candidates must: have total fluency in local language as well as English; have a minimum of 5 years' experience in the field; be able to give a full and frank account of their previous work; be able to give a full and frank account of their previous work; be able to give a full and frank account of their previous work.

ADULT EDUCATION Appointments continued

LONDON
WOMEN'S LONDON EDUCATION
GENERAL ADULT EDUCATION INSTITUTE
LECTURERS: Qualifications: 1st September to teach Literacy skills and the English as a Second Language. Duties: to instruct, supervise, train, and assess students. Salary: £2,400 plus £200 London Allowance and £215 Superannuation. Applications from: The B.A.L. (London) Education Institute, 100, Kingsway, London WC2B 6BP. Closing date: 1st June 1977.

Community Homes and Associated Institutions

Headships and Deputy Headships

NORTH TYNSIDE
Applications for the following posts: **HEAD OF COMMUNITY SERVICES** (Salary £4,305-£4,821 plus £312 supplement) and **DEPUTY HEAD** (Salary £3,428-£3,888 plus £312 supplement). Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

Other Appointments

BIRMINGHAM
RESEARCH OFFICER
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

Assessment Centres

OXFORDSHIRE
SOCIAL SERVICES DEPARTMENT
OBSERVATION AND ASSESSMENT CENTRE
Applications are invited from persons with suitable qualifications and experience in working at a senior level in an observation and assessment centre. Applications from: The Director of Social Services, 27 Park Street, Oxford OX1 1JL. Tel: No. 01865 21173.

LEICESTERSHIRE
LINCOLN COMMUNITY EDUCATION
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

LEICESTERSHIRE
NEW PARKS COMMUNITY PROJECT
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

LEICESTERSHIRE
YOUTH AND COMMUNITY SERVICE
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

BIRMINGHAM
YOUTH WORKER
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

BUCKINGHAMSHIRE
EDUCATION DEPARTMENT
YOUTH LEADER
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

LONDON
THE WESTMINSTER PLAY ASSOCIATION
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

NATIONAL ASSOCIATION OF INDIAN YOUTH
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

WIGAN
EDUCATION COMMITTEE
YOUTH WORKER
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

KINGDOM OF SAUDI ARABIA

Qualified English Language Teachers

MINISTRY OF EDUCATION

Qualified and experienced teachers of English as a foreign language are invited to apply for vacant posts for the academic year commencing September, 1977, at Ministry of Education Schools in Saudi Arabia.

Being in possession of the relevant diploma, the successful applicant an expect attractive salaries and the benefits to be expected of working in Saudi Arabia.

Please apply, enclosing a detailed curriculum vitae to:

The Saudi Arabian Cultural Office
23 Park Square East, London NW1
Saudi Arabia

Malawi

The 5 Designated Schools
Co-educational day/boarding schools principally for children of expatriates in Malawi, require at once, or for September, 1977

15 SECONDARY TEACHERS

Graduates to teach Maths, English, Refined English, French, Geography, History, Biology, Sciences, Home Ec., Metal/Woodwork, Art, PE, to GCE 'O' level and CSE.

6 PRIMARY TEACHERS

SALARY: Attractive and competitive terms by negotiation.

BENEFITS: Air passages, baggage allowance, subsidized housing, gratuity, etc.

CONTRACT: 30 months, renewable. All 5 Schools pleasantly situated in main centres.

Please write, briefly stating qualifications, experience, present position, marital status (+ children's ages), and extra-curricular skills, with addresses of 2 referees with first-hand knowledge of teaching ability, and with a recent photo to

The Chairman,
Designated Schools Board,
P.O. Box 8,
BLANTYRE, MALAWI.

HEAD TEACHER FOR A SCHOOL IN DUBAI

A civil engineering Joint Venture comprising British, Dutch, and Arab Companies undertaking the construction of major works in Dubai propose to appoint a head teacher for a school for their expatriate staff. The appointment will be made as soon as possible so that the successful applicant can be involved in the necessary arrangements to open the school in September, 1977.

The successful applicant should preferably be married and opportunities for the employment of the spouse may arise. The appointment will be for a period of two years in the first instance with the possibility of further extensions to this period as the school is planned to be operational for five years. The school will provide education in both the English and Dutch languages for children of both sexes in the age range of 5 to 12 years and will have in the first instance about 100 children rising to about 200. A prime requirement will be the integration of the two language groups in non-classroom activities.

The school will be located in the village now being built for the Joint Venture Staff close to the construction site about 30 km from Dubai.

The successful applicant must be a holder of a British passport and a teaching certificate with a minimum of five years' experience of primary education, some of which should have been as head teacher or in a special responsibility post. It is desirable that applicants have had overseas teaching experience. Free furnished housing will be provided together with air fares, medical facilities, home leave, etc. The salary and other allowances will be negotiable and will be based on the Burnham Scale, commensurate with similar schools in Dubai. No income tax is payable in Dubai.

Applications in writing should be made immediately giving personal particulars, curriculum vitae, telephone number and two referees, to

Balfour Beatty Construction Ltd.,
Reference JSCG/DBD, 7 Mayday Road,
Thornham Heath, Surrey CR4 7XA,
Telephone: 01-684 6922, ext. 218.
Telex: 946191.

Interviews will be held in London and may be called at short notice. A satisfactory state of health for an appointment in a hot climate is essential and a full medical examination is a condition of employment.

Overseas Appointments

FRANCE
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

SPAIN
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

BRUSSELS
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

LIBYA
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

WEST GERMANY
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

ITALY
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

NORTHERN SPAIN
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

SPAIN
Applications from: The Director of Educational Services, Town Hall, Friar Barnet N11 3DL. Ref: ADM/E/197 returnable by the 10th June, 1977.

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Education Overseas—Swaziland

Secondary Education: Physical Science

To teach Physical Science to 'O' level. Applicants, preferably married, aged 25-55, should be trained graduates capable of teaching physical science to 'O' level classes. Appointment 27-36 months. Salary in range £4,334-£7,088 pa which includes allowance, normally tax free, in range £2,478-£4,272 pa. Terminal gratuity 25% pa of basic salary. Other benefits include free family passages, children's education allowances and subsidized accommodation. An appointment grant of up to £300 and an interest-free car purchase grant of up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom. For full details and application form please apply, stating Ref 315, stating post concerned, giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

HELPING NATIONS HELP THEMSELVES

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Botswana

Action Research Officer

To establish and manage an action research unit with Agricultural Information Service which produces media for rural development. Applicants should have degree, preferably in Social Science, plus practical experience of social survey and social research. Salary according to qualifications and experience subject to UK tax, plus variable tax-free overseas allowance in range £2,500-£2,595 pa. Ref. 331

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Egypt

Agricultural Training Adviser

To assist in the programme of collaboration with Egyptian Ministry of Agriculture in developing a wide range of pre-service and in-service training programmes for staff at all levels and the development of pre-service training courses for graduates of the Staff Training College Sakha. The programme includes training of training officers, pilot scheme for training tractor operator instructors, and development of management training. Applicants must possess agricultural degree with at least 10 years' experience in design and conduct of courses at all levels. Relevant overseas experience essential. Salary according to qualifications and experience, plus tax-free overseas allowance. Ref. 317

Both appointments two years.

The posts are wholly financed by the British Government under British aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, stating post concerned, giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

HELPING NATIONS HELP THEMSELVES

Handwritten text: 10/10/77

Sandwell
Metropolitan Borough Council

RECREATION & AMENITIES DIVISION

PLAYLEADERSHIP ORGANISER

Grade AP3 £2,922 to £3,282 + supplement
£312 if over 18

We are seeking an enterprising person to organise and develop our well established playleadership programme. Duties will include the programming and control of all playleadership activities, the direction of full and part-time staff and budgetary control. Removal expenses paid in approved cases and casual user car allowance is paid.

Further details and application forms may be obtained from the Personnel Officer, Town Hall, West Bromwich B70 8DX. (021-589 2434).

Closing date 3rd June, 1977

OVERSEAS
Appointments continued

ITALY
English Primary Day School seeks young experienced teacher of English and Latin in Piacenza. Salary £2,500 per annum plus housing and other benefits. For details write to: Italian Cultural Centre, 100 Tottenham Court Road, London W1P 0LP.

BAHAMAS
Alicia's English Teacher. The English Teacher in the Bahamas. Salary £2,500 per annum plus housing and other benefits. For details write to: British Council, 100 Tottenham Court Road, London W1P 0LP.

AFRICA
TEACHERS (all subjects) urgently needed in various schools throughout Africa. For details write to: British Council, 100 Tottenham Court Road, London W1P 0LP.

BERMUDA
English Teacher in Bermuda. Salary £2,500 per annum plus housing and other benefits. For details write to: British Council, 100 Tottenham Court Road, London W1P 0LP.

KUWAIT
RUMALI EDUCATIONAL CENTRE seeks experienced teachers of English, Arabic and Mathematics. Salary £2,500 per annum plus housing and other benefits. For details write to: British Council, 100 Tottenham Court Road, London W1P 0LP.

SWITZERLAND
INTERNATIONAL SCHOOL in Switzerland seeks experienced teachers of English, French and German. Salary £2,500 per annum plus housing and other benefits. For details write to: British Council, 100 Tottenham Court Road, London W1P 0LP.

GERMANY
TEACHERS of English and Mathematics in Germany. Salary £2,500 per annum plus housing and other benefits. For details write to: British Council, 100 Tottenham Court Road, London W1P 0LP.

AUSTRIA
TEACHERS of English and Mathematics in Austria. Salary £2,500 per annum plus housing and other benefits. For details write to: British Council, 100 Tottenham Court Road, London W1P 0LP.

JAPAN
English Teacher in Japan. Salary £2,500 per annum plus housing and other benefits. For details write to: British Council, 100 Tottenham Court Road, London W1P 0LP.

ADMINISTRATION
Local Education Authority

LEEDS CITY COUNCIL
Department of Education
General Adviser (English)
Rat. TES/141
Soubury £5,988-£7,563 + £312 per annum
Advisory Duties
The General Adviser in Leeds includes a Child Adviser and five Senior Advisers each responsible for one area of the City and for leading a team of General Advisers, each of whom is responsible for liaison with specific schools and for colleges in the area.

KIRKLEES
KIRKLEES DISTRICT COUNCIL
Department of Education
General Adviser (English)
Rat. TES/141
Soubury £5,988-£7,563 + £312 per annum
Advisory Duties
The General Adviser in Leeds includes a Child Adviser and five Senior Advisers each responsible for one area of the City and for leading a team of General Advisers, each of whom is responsible for liaison with specific schools and for colleges in the area.

ADMINISTRATIVE ASSISTANT
to the
Secretary for Higher and Further Education Affairs
of the
Methodist Division of Education and Youth
 Clerical support given

Particulars of Post and Application Form (Form 1) on or before 14th June) from the General Secretary, Methodist Church Division of Education and Youth, 2 Chester House, Penge Lane, Muswell Hill, N10 1PR.

LEEDS

SENIOR ASSISTANT EDUCATION OFFICER (Further Education) POST E.46
Salary P.O.3—£7,407 to £8,007, plus £312 supplement

Applicants are invited for this third-level post within the Central Education Office of this Authority. The essential requirements for this senior post are a degree and relevant teaching and administrative experience. Generous resettlement allowances are available. Application forms and further particulars obtainable, stamped addressed envelope, please, from the County Education Officer, Education Department, Grimswood Street, Ipswich IP4 1LJ.

Suffolk County Council

ilea INNER LONDON EDUCATION AUTHORITY
Careers Service

Probationary Careers Officers
£3,496-£3,694
(Inclusive of all allowances)

Ten newly established posts, in recognition of the increasing demands being made on the Careers Service, for probationary careers officers to join divisional teams and undertake the full range of careers officer duties from July 1977. Applicants should have not less than 2 years' experience in industry, administration, teaching, social work, or commerce; should not be less than 24 years of age; should be graduate or hold equivalent qualifications; and should expect to be awarded the Diploma in Careers Guidance on completion of their probationary year.

Details and application forms from the Education Officer, 180/Estab. 24/11, Addington Street Annex, The County Hall, London, SE1 7PB. Forms to be returned by 3 June, 1977.

Cheshire

TRAINEE CAREERS OFFICERS (EDUCATION) (Two Posts)
AP 2/3, £2,529 to £3,282 plus £312 p.a. supplement

The post will provide secondment to a one-year full-time training course for Careers Officers.

Application forms and further particulars are obtainable from the Director of Education, Cheshire County Council, County Hall, Chester CH1 1SC. Closing date: 30th May, 1977.

OVERSEAS TEACHING POSTS

TUTOR IN ENGLISH AND ARABIC (OMAN)
Royal Guard Regiment Boys' School, Seeb. To teach English and Arabic to local Arab staff and British Teachers. Some library and recreational duties and participation in extra-curricular activities. Salary £6,048 to £9,012 p.a. tax free. Benefits, free furnished accommodation; annual increment; terminal gratuity; 12 weeks passage-paid home leave annually. Two-year contract renewable. 77 AS 76

JUNIOR SCHOOL TEACHER (BRAZIL)
St Paul's School, Sao Paulo. To teach general subjects (ages 9-11) and to coordinate junior mathematics. Qualified teachers preferably with a B.Ed. and at least three years' experience. Particularly suitable for married men whose wife is a qualified primary teacher. Salary £5,300 to £7,500 p.a. Benefits overseas and accommodation allowances; medical scheme; superannuation; contract for two school years renewable. 77 PS 20

ELT ADVISER AND CHIEF INSPECTOR (YEMEN)
Ministry of Education, Sana'a. Candidates, men only, should have a postgraduate TEFL diploma and at least seven years' school teaching experience. Salary £5,210 to £7,054 p.a. tax free plus 10 per cent Inducement allowance. Benefits, free furnished accommodation; medical benefits; two-year contract renewable. 77 AS 5

2 ASSISTANT TEACHERS (VENEZUELA)
The British School, Caracas. An independent mixed day school for pupils 5-12 years. One junior teacher (8-9); one infant teacher (6-8) for mid-September 1977. Qualified teachers, women only, aged 25-36 with at least three years' experience. Salary 24,884 p.a. Benefits, include annual bonus; outfit grant; two-year contracts renewable. 77 PS 71-72

SENIOR ENGLISH TEACHER (BAHRAIN)
Muharrag and Al Hoora Girls' Secondary Schools (Commercial Section). Candidates, women only, must have a degree and a teacher's certificate together with substantial experience in teaching English to Commercial students. Salary, £3,318 to £4,876 p.a. tax free. Benefits, free accommodation overseas and children's allowances; two-year contract renewable. 77 AS 38

TEACHING ASSISTANT IN ENGLISH (HUNGARY)
University of Szeged. TEFL qualification, minimum RSA or PGCE with TEFL component, with between two and five years' experience of teaching EFL to adults essential. Salary 3,800 Forints per month for 10 months of the year (non convertible) plus an annual subsidy of £1,868 paid by the British Council to the Teaching Assistant's UK bank account. Benefits, free accommodation and medical treatment; employer's portion of superannuation; one year contract renewable. 77 RU 40

LECTORS IN ENGLISH (YUGOSLAVIA)
Universities of Novi Sad, Belgrade, Ljubljana, Pristina and Sarajevo. To teach English Language and related subjects to university students of English. Degree and some experience of TEFL at tertiary level essential; TEFL qualification (minimum PGCE with TEFL element or RSA) desirable. Salary, a local salary of between 5,000 and 6,000 New Dinars per month (present rate of exchange £/NO 31). This salary is non convertible. Additionally an annual subsidy of £1,244 paid by The British Council in the UK. Benefits, free medical service; employer's portion of superannuation; accommodation allowance. One year contract renewable. 77 RU 39, 41-43 & 55

LECTURER IN TEFL (ROMANIA)
The University of Bucharest. To teach TEFL, Linguistics and Methodology to university students and teachers in training. Degree, one year post-graduate qualification in TEFL and substantial experience of TEFL, preferably at tertiary level, essential. MA in Linguistics, experience of ESP and teacher training desirable. Preferred age range 30-50. Salary, a local salary of 4,200 lei per month (present rate of exchange approximately £/20 lei). This salary is non convertible. Additionally an annual subsidy of between £1,888 and £3,732 (point on scale dependent on qualifications and experience) paid by the British Council in the UK. Benefits, free accommodation; overseas medical scheme; employer's portion of superannuation; one-year contract renewable. 77 RU 59

Return fares are paid. Local contracts are guaranteed by The British Council.

Please write, briefly stating qualifications and length of experience, to the relevant reference number and title of post for further information and application form to The British Council (Appointments), 85 Davies Street, London W1V 2AA.

ADMINISTRATIVE ASSISTANT
to the
Secretary for Higher and Further Education Affairs
of the
Methodist Division of Education and Youth
 Clerical support given

Particulars of Post and Application Form (Form 1) on or before 14th June) from the General Secretary, Methodist Church Division of Education and Youth, 2 Chester House, Penge Lane, Muswell Hill, N10 1PR.

NALGO
EDUCATION DEPARTMENT

Applications are invited from people interested in contributing to the work of the department in a wide range of vocational courses and non-vocational education services. There are vacant posts in the following grades:

(a) Senior Officers
£4,551 to £5,304 plus £435 London Weighting

(b) AP 3/4
£3,234 to £4,014 plus £435 London Weighting

Applicants for posts on the Senior Officers grade must have a relevant professional qualification of degree or substantial administrative experience. Applicants for the other post will be considered those who are still studying for a professional qualification. Requests for application forms and further information should be sent, together with a self-addressed stamped envelope, to the General Secretary, NALGO, 1 Tavistock Place, London WC1H 9AJ. Forms should be returned by 8 June, 1977.

SENIOR ASSISTANT EDUCATION OFFICER (Further Education) POST E.46
Salary P.O.3—£7,407 to £8,007, plus £312 supplement

Applicants are invited for this third-level post within the Central Education Office of this Authority. The essential requirements for this senior post are a degree and relevant teaching and administrative experience. Generous resettlement allowances are available. Application forms and further particulars obtainable, stamped addressed envelope, please, from the County Education Officer, Education Department, Grimswood Street, Ipswich IP4 1LJ.

Suffolk County Council

TRAINEE CAREERS OFFICER
AP2 £2,814-£3,138 p.a.
Including London Weighting plus £312 p.a. supplement

If you are in the process of applying, or have already been accepted, for a one-year course leading to the Diploma in Vocational Guidance, then you are eligible to be considered for this post. During these months' on-the-job training before commencing one year's secondment on the course in September, 1977, the appointment is subject to an undertaking to return to Hillingdon for at least two years' post-qualification employment. Mature candidates with at least three years' work experience preferred. Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge, Middx. Telephone Number Uxbridge 5011, extension 3559, quoting reference E/28/11X.E. Closing date 3.6.77.

LONDON BOROUGH OF HILLINGDON

METROPOLITAN BOROUGH OF STOCKPORT

CAREERS OFFICER
£2,529 - £3,282 plus £312 supplement

The Careers Service forms part of the Professional Services Department of the post are to give vocational guidance to pupils and students and help them reach informed, realistic decisions about their careers and secure employment and/or training in line with those decisions. Applicants should preferably have completed a recognized full-time training course. The officer will be expected to have a valid driving licence and to own or purchase a car (assistance available). A car allowance will be available. Removal expenses, disturbance and furnishing allowances and temporary housing available in approved cases. Application forms and further details from the Director of Education, Town Hall, Stockport, SK1 3XE. Closing date: 31st May, 1977.

CORNWALL
Education Department

ENGLISH ADVISER

Required as soon as possible, an English Adviser in responsible for Language Development along the lines suggested in the Bullock Report. Salary in accordance with the Soubury Senior Subject Advisers range £6,489-£7,113 + £312 + £189 supplement.

Further details on an application form on receipt of a stamped addressed envelope may be obtained from the Secretary for Education, County Hall, Truro, TR1 3BA, to whom they should be returned by 3rd June, 1977.

Education Department

CAREERS OFFICER (Older Leaver Specialist)
Post E424
Salary AP4/5 £3,366-£4,085 plus £312 supplement per annum

Applications are invited from suitably qualified candidates for the post of Careers Officer (Older Leaver Specialist) based at the Southern Area Education Office in Ipswich. The successful applicant will be expected to undertake duties involved with advisory work with academically more able pupils in schools. Previous experience in the general field of Careers Advisory work is desirable. General resettlement allowances are available. Application forms and further details (for which a stamped addressed envelope is required) are obtainable from the County Education Officer, Education Department, Grimswood Street, Ipswich, IP4 1LJ.

Suffolk County Council

Buckinghamshire

Education Department

General Adviser

whose special contribution in the education advisory team will be in the field of

Science

Soubury Head Teacher Group 9 (£7,470 to £8,094 p.a. including supplements)

Applications are invited from men and women for this post in the County Advisory Service. Applicants should be suitably qualified and have successful experience as teachers in senior positions in schools. They should have wide interests ranging over the whole field of education. Essential car user allowance. Removal allowance of up to £180 payable in approved cases. Further details and application forms from the Chief Education Officer, County Hall, Aylesbury, HP20 1UZ, on receipt of a stamped addressed envelope. Completed applications to be returned by 8 June, 1977.

EDUCATION DEPARTMENT

Senior Education Welfare Officer

Salary £3,963-£4,299 p.a. inclusive

Applicants should be suitably qualified. The officer appointed will be required to take charge of an office of four other Education Welfare Officers.

Application forms and further details from Director of Education, Regal House, London Road, Twickenham, TW1 30A (01-892 4488, Ext. 210), returnable immediately.

London Borough of RICHMOND UPON THAMES

GENERAL ADVISER
£7,287-£7,911
(Burnham H.T. Group 8)

With special responsibility for English, Drama, and English as a Foreign Language.

Applicants for this post, available from 1st September, should have had substantial experience at senior level in school/college. Duties will include advising in the specialist areas at all stages of education together with pastoral responsibility for a group of schools. Car allowance payable. Application forms and further details from Assistant Controller (Manpower Services) quoting reference TES/E44, London Borough of Harrow, P.O. Box 57, Civic Centre, Harrow, Middlesex, HA1 2ZF, returnable within fourteen days. 24-hour Answerphone service, 01-663 8270.

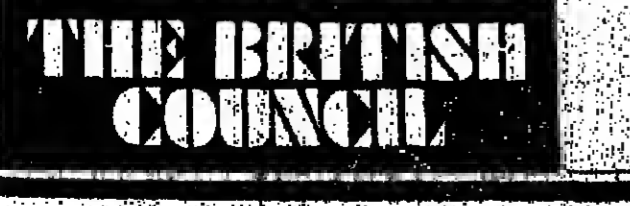
Harrow Education

CORNWALL
Education Department

PROFESSIONAL ASSISTANT
£4,551-£5,718 p.a. (50/PO.1a)

Applicants for this post based at County Hall, Truro, should be graduates who have had teaching experience. Further details and an application form may be obtained from the Secretary for Education, County Hall, Truro, upon receipt of a stamped addressed envelope. Closing date for applications June 3, 1977.

Handwritten Arabic text: *بسم الله الرحمن الرحيم*



HARINGEY EDUCATION SERVICE

EDUCATION OFFICER (Schools)
Vacancy due to promotion

EDUCATION OFFICER (Further Education)
Vacancy due to retirement
£8,000 to £8,500

Applications are invited for these posts, which report direct to the Chief Education Officer, and will be vacant from 1st July, 1977.

Payment for attendance at evening meetings, and generous assistance with the cost of moving house up to £1,000.

Application forms and further details, including a job description and information about the Haringey Education Service, from the Chief Education Officer, Somers Road, Tottenham, N.17. Telephone 808 4588 x 123, returnable by 10th June, 1977.

ADMINISTRATION Local Education Authority continued

NOTTINGHAMSHIRE
EASTON HALL COLLEGE OF EDUCATION
The Education Officer, Easton Hall College of Education, Nottingham, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

ESSAY
The County Education Officer, Young Farmers' Clubs, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

NEWCASTLE upon Tyne
The Education Officer, Newcastle upon Tyne, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

Child Care
The Education Officer, Newcastle upon Tyne, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

DEVON
The Education Officer, Devon, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

Examiners
The Education Officer, Devon, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

MIDDLESEX REGIONAL EXAMINING BOARD
The Education Officer, Middlesex, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

WILTSHIRE
The Education Officer, Wiltshire, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

The Northorpe Hall Trust
MIRFIELD, W. YORKSHIRE

A Centre for immediate treatment married voluntarily and working in close collaboration with Leeds Social Services Department, it has pioneered a method of working with children in a residential setting at weekends and offering support to them with their families during the week.

SOCIAL WORKERS
required to carry a caseload of 10 families and be involved in the residential group work at weekends. Regular supervision and opportunity for discussion in a small team provide the ideal climate for personal growth and satisfaction. Applications are invited from young, energetic persons who are strongly motivated towards working with emotionally disturbed boys, 12-15 years.

Salary £2,607-£3,957 plus £312 supplement.
Single accommodation available if required.
Applicants should normally have Professional Qualification in Social Work, Residential Care, Youth Leadership or Special Education.
Applications in writing, with names of 3 referees to: The Secretary, Northorpe Hall Trust, Mirfield, W. Yorks. Tel: 0924-62183.
Final date for applications—2 weeks after appearance of advertisement.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

GUIDANCE AND ASSESSMENT SERVICE

Assistant Research Officer/ Research Officer

Applications are invited from those candidates with a post-graduate degree plus postgraduate Certificate in Education or B.Ed. Degree. Qualifications should also include course in educational psychology, test theory and mathematics education. Some experience of teaching in junior or middle schools would be advantageous, as well as curriculum development project involvement. An active interest in teachers' control affairs would be an added recommendation as would the application of tests or experience of test construction.

Salary scale (a) ARO £3,366 to £3,702 plus £312 plus £180; (b) RO £3,976 to £5,015.

Placement on grade and scale according to qualifications and experience.

For application forms and further particulars apply: Mrs. P. P. Harris, Personnel Officer Post No. GAS02, N.F.E.R., The Mere, Upton Park, Slough, SL1 2DQ. CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORMS: 10th JUNE.

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD
The Education Officer, Lancashire, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

HERTFORDSHIRE
The Education Officer, Hertfordshire, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

INTERESTED IN PUBLISHING?
We are one of the leading Publishers of Trade and Technical Journals, based near Waterloo/Brighton. We are currently seeking to recruit two experienced Secretaries, aged 20 plus, for varied and interesting positions at Senior level. One vacancy is for a Secretary to one of our Publishing Directors, and the other vacancy exists in a busy Editorial Department.

The successful applicants must be able to work on their own initiative, have the ability to organize with a typing/shorthand speed. Salaries from £2,681.25 to £3,006.24. On four weeks holiday per annum. Hours 9.30 a.m. to 5.30 p.m.

For further details please contact:
Frances Lynch, Recruitment Officer,
IPC BUSINESS PRESS LTD.,
Dursley House, Stamford Street,
London SE1 9LU
Tel: 01-261 8319

INSPECTOR OF SCHOOLS
£6,311-£8,250 (plus supplements)

Applications are invited from both men and women for a permanent post in the Inspectorate of the Department of Education.

The work involves general inspection duties in schools and colleges and such other duties as the Department may from time to time require. It will include inspections carried out on behalf of other Government Departments (e.g., Special Care Schools (i.e., schools for the severely mentally handicapped) and Training Schools).

Applicants must have appropriate teaching experience, including work with mentally handicapped pupils, and a good honours degree or other relevant qualifications.

Sliding salary will be related to qualifications and experience. In addition pay supplements of between £310.69 and £222.00 per annum will be payable.

Opportunities exist for promotion to Senior Inspector (£7,742-£8,853).

Please write or telephone for an application form quoting reference SB 128/77/7E to Civil Service Commission, Rosepark House, Upper Newlands Road, Belfast BT4 3NR (telephone 091-2661485, ext. 287). Completed forms must be returned to arrive not later than 3rd June, 1977.

EDUCATION PSYCHOLOGIST
Temporary
Applications are invited for the above temporary post for the period September, 1977-August, 1978.

Salary—Soubury point 11-22 (£4,734-£8,890, plus £312, plus £188 supplement)

The successful applicant will preferably be a fully qualified and experienced Educational Psychologist and will possess a degree in psychology and with appropriate teaching experience, who would take up an active TRAINEE post in the salary range of Soubury points 7-14 (£4,058-£5,531, plus supplement) as above.

The person appointed will be responsible for the following duties: to provide advice and guidance to teachers and other staff in the school; to conduct research into educational problems; to provide a service to the school in connection with the diagnosis and remediation of educational difficulties; to provide a service to the school in connection with the diagnosis and remediation of educational difficulties; to provide a service to the school in connection with the diagnosis and remediation of educational difficulties.

Application forms are available from the Director of Personnel and Staffing, 1st Floor, 10th Avenue, Piccadilly, Manchester M1 1BB, or from the Director of Personnel and Staffing, 1st Floor, 10th Avenue, Piccadilly, Manchester M1 1BB, returnable by 3rd June, 1977.

DEPARTMENT OF EDUCATION
CHIEF EDUCATION WELFARE OFFICER
Salary £01-£4,238-£4,645, plus £312 supplement

Applications are invited from suitably qualified and experienced candidates for a permanent post in the Chief Education Welfare Officer's Office, which covers 128 schools with approximately 42,000 pupils.

The person appointed must be a qualified teacher with a minimum of 10 years' experience in the field of educational welfare. The post involves a high level of responsibility and will require a high degree of initiative and resourcefulness.

Applicants should send their applications, with three references, to the Director of Personnel and Staffing, 1st Floor, 10th Avenue, Piccadilly, Manchester M1 1BB, or to the Director of Personnel and Staffing, 1st Floor, 10th Avenue, Piccadilly, Manchester M1 1BB, returnable by 3rd June, 1977.

THE ASSOCIATED EXAMINING BOARD
The Education Officer, Associated Examining Board, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

WALTHAM FOREST
The Education Officer, Waltham Forest, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

Oxford University Press
Deputy Managing Editor

O.U.P. seek a deputy to the Managing Editor of their E.I.T. Department. The work will consist of helping to administer a small department, expand an educational list at primary and secondary level, control a back list, and develop markets in Africa and the Caribbean. The candidate must have three to four years E.I.T. teaching experience in the third world and some in educational publishing or administration, particularly list building. He/she must be prepared to travel three months a year and is unlikely to be under 35. Previous experience in Africa or the Caribbean an advantage. Salary £3,743-£4,320 depending on experience.

Please apply to L. R. Sweney, Personnel Department, Oxford University Press, Walton Street, Oxford OX2 6DP, by 15 June.

OVERSEAS DEVELOPMENT
KNOW-HOW-vital to developing countries

Botswana Education Overseas Primary Education Development Officer

To join Ministry of Education In-Service Teacher Training Team. Applicants should have relevant experience of primary education and teacher training (especially in-service training) and experience of curriculum development (especially the production of teaching materials) as well as administrative ability to direct and coordinate.

Appointment 2-3 years.

Salary according to qualifications and experience, plus variable tax-free overseas allowance.

The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowance other benefits normally include paid leave, free family passages, children's educational allowances and holiday leave, free accommodation and medical attention.

Applicants should be citizens of the United Kingdom.

For full details and application form please apply, quoting ref 317, stating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
55, Whitehall, London SW1C 2DH.

HELPING NATIONS HELP THEMSELVES

NORTHERN IRELAND CIVIL SERVICE

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Computer Training Officer £3,100-£3,700 p.a.

You've trained as a teacher in Computer Studies. And now you're searching for a job in which to use that training.

Kalamazoo Limited, one of the leading computer and business systems specialists may have the opportunity you seek. A vacancy currently exists for a Training Officer (male/female) in the Computer Operations Department based on the South West of Birmingham.

Working in the Computer Services Division, the Training Officer would be responsible for maintaining and presenting existing courses to all levels of staff, as well as assisting in the research and development of new material to cater for changes of equipment and new systems.

Teaching experience, although not essential, would be an obvious advantage, important, however, is a wide grasp of this highly specialised field. Full training will be given.

An attractive salary is supplemented by many company benefits, and a relocation allowance will be awarded where necessary.

Commonly interested? Then write, enclosing curriculum vitae, to:

Kalamazoo BUSINESS SYSTEMS
Christine Jackson,
Senior Personnel Officer,
Kalamazoo Limited, Northfield,
Birmingham B31 2RW.

CARE CONCERN

Care Concern incorporates a group of residential Units, making the needs of emotionally disturbed/derelict boys between the ages of 11 to 18 years; and at the present time is in the forward stages of the development of two projects relating to the care of mentally handicapped children and adults.

The following vacancy exists at

YSTRAD HALL,
Llangollen, Clwyd, N. Wales, for an

ASSISTANT PRINCIPAL

who will deputise for the Head of the Unit. The Unit caters for the emotional and social needs of 28 boys between the ages of 11 to 18. The person appointed will be expected to assist the Unit Head in the management of a Professional Staff Team of 10.

Applicants are invited from persons holding a professional qualification in either residential care or education. The post is non-residential, and only those persons capable of tackling the demanding task in hand in an energetic and dedicated manner are requested to apply.

Salary within the range £3,474 to £3,957 per annum, plus £312 Cost of Living Supplement, Pension Scheme in operation.

Applicants should be made in writing to:

The Divisional Director, Ystrad Hall, Beryn Road, Llangollen, Clwyd, seeking full professional and related personal experience.

Ancillary Services

DURHAM
The Education Officer, Durham, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

BERKSHIRE/ROTHSCHILD
The Education Officer, Berkshire/Rothschild, is seeking applications for the post of **EDUCATION OFFICER (Further Education)**. The successful candidate will be responsible for the further education services in the district, including the management of the Further Education Centre at Easton Hall College. The post is full-time and reports to the Chief Education Officer. Applications should be sent to the Chief Education Officer, Easton Hall College, Nottingham, by 10th June 1977.

WELSH ARTS COUNCIL
ARE YOU TEACHING ANGLO-WELSH LITERATURE?

The Welsh Arts Council has set up an inquiry into the teaching of Anglo-Welsh literature in the secondary schools of Wales. A questionnaire will be sent to all English Departments early in the autumn term.

All teachers with experience of teaching Anglo-Welsh literature at secondary level are, however, asked to get in touch at once with:

DON DALE-JONES,
TRINITY COLLEGE,
CARMARTHEN, DYFED,
who is anxious to receive information and opinions about this important matter.

